ED 461 003 AA 001 342

Resources in Education (RIE). Volume 37, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (KN)

ED 461 004 CE 071 772

Quinley, John
Iowa Workforce Training Study. Executive Summary.
PUB DATE- 96
NOTE- 28p.; Supported by Iowa Association of Community College Presidents and Deans/Directors of Continuing Education. For full report, see ED 400 438.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; *Continuing Education; Distance Education; Educational Demand; *Educational Needs; Educational Opportunities; *Educational Quality; *Educational Supply; Educational Technology; Employer Attitudes; Industrial Training; *Labor Force Development; State Surveys; Two Year Colleges
IDENTIFIERS- Employer Surveys; *Iowa

A study examined the perceived training and retraining needs of Iowa business/organizations and employer views regarding how the continuing education divisions of Iowa's community colleges can best meet those needs. Of the 1,069 Iowa employers contacted, 608 (56.9%) responded. According to the respondents, Iowa's system of community college continuing education divisions is indeed responding to business/industry needs for work force training and retraining. The work force training being provided was considered to be of high quality and employers as a group and give them a unified voice in education and training. It also describes some less intensive options for employer involvement. Chapter 6 shows how STW can contribute to a broader reform of high schools. Chapter 7 presents common features of successful STW programs. Chapter 8 proposes a set of principles that should undergird good STW systems and high quality education and describes the roles of STW partners. (Contains 255 references, 436 notes, and an index.) (YLB)

ED 461 022 CE 076 435

Valentine, Tom, Ed.; Sandlin, Jenny, Ed.
Credit Traps Can Hurt Your Adult Learners.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 96
NOTE- 8p.; For other "Beyond Basic Skills" issues, see CE 076 436-438. Published quarterly. Sponsored by the Georgia State Office of Adult Literacy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Classroom Techniques; *Consumer Education; *Credit (Finance); Information Seeking; Information Sources; *Integrated Curriculum; Interest (Finance); Learning Activities; *Literacy Education
IDENTIFIERS- Georgia

This document, which was written for adult educators in Georgia, offers instructional plans and practical strategies for helping students in adult literacy, adult basic education (ABE), General Educational Development, and English-as-a-second-language (ESL) programs understand the credit traps that can hurt them. The document begins with a discussion of the businesses that take advantage of the many individuals who are shunned by mainstream banks and the importance of educating ABE and ESL students about the potential pitfalls of dealing with those businesses. The remainder of the document presents and explains three learning activities designed to teach adult students to make wise personal decisions about using credit in their lives. The first activity explains how interest works. In the second activity, students are taught to use basic math skills to determine how much credit really costs. In the third activity, students apply what they have learned about calculating the cost of credit by conducting outside research of community businesses (a rent-to-own shop and a pawn shop). The following items are included for each activity: overview and rationale; list of skills developed in the activity; materials needed; steps educators should take to prepare for and conduct the activity; discussion questions; and student handout. (MN)

ED 461 023 CE 076 436

Valentine, Tom, Ed.; Sandlin, Jenny, Ed.
Helping Adult Students Find a Place in the World of Work.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 97
NOTE- 10p.; For other "Beyond Basic Skills" issues, see CE 076 435-438. Published quarterly. Sponsored by the Georgia State Office of Adult Literacy.

often in France, unemployment was more frequent than in Ireland, and unemployed young Irish were more often than the French in long-term unemployment. Five years after leaving school, young women and the not qualified in both countries had a significantly higher probability to be jobless and were more at risk of being low-wage workers. The French education and training system provided stronger market signals, both to job access and to avoid of low wage positions. Family context affected joblessness in France. Working part-time or in a small firm increased significantly the risk of earning low wages. Occupational segment and social position were significant determinants of low wages in France. (A 23-item bibliography and data charts are appended.) (YLB)

ED 461 040   CE 082 804

Crossan, Beth; Martin, Ian; Whittaker, Susan
Learning, Identity and Citizenship: Researching Older People's Use of ICT in Scotland.
PUB DATE- 01
NOTE- 12p.; Paper presented at the European Society for Research on the Education of Adults (ESREA) Education Research Conference, "Wider Benefits of Learning: Understanding and Monitoring the Consequences of Adult Learning" (Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Citizen Participation; Citizenship; *Citizenship Education; Community Involvement; Developed Nations; Foreign Countries; *Information Technology; Internet; *Lifelong Learning; *Older Adults; Public Policy; Self Concept; *Telecommunications
IDENTIFIERS- *Scotland

Information and communication technology (ICT) within the lifelong learning agenda has the potential to maintain or activate citizenship, in both social and political terms, among older people in a Scottish context. Within recent government documents at both the United Kingdom and the Scottish level, the aims of the two major traditions of citizenship in Western political thought--the liberal tradition and the civic republican tradition--are linked with the use of ICT. The goal in Scotland is to increase access to the Internet. However, although many ICT-based initiatives have been funded, almost all have been targeted at youth or the unemployed. Older people have been marginal to policies for technological development. Reasons for less ICT use among older age groups are lack of access, feeling that ICT is not relevant or useful to them, and feeling they are too old to start using ICT. ICT use is growing due to older people's perception of ICT as a tool to maintain or extend social networks. The concept of communities of practice and the process of legitimate peripheral participation is proposed as a way to form an interesting position from which to examine older people's use of ICT as a potential tool for maintaining or activating citizenship. (Appendixes include 24 references and a diagram summarizing a future research approach.) (YLB)

ED 461 041   CE 082 805

Martin, Ian; Shaw, Mae
Learning Citizenship: Lessons from the History of Community

organizations, by state, that collect data on topics such as child welfare, juvenile justice, and other areas. Also appended are U.S. standard birth and death certificates. (Contains 25 references.) (RJM)

ED 461 057 CG 027 069

Young, J. Scott; Fuller, James O.
The Assessment of Spiritual Issues in Counseling.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; Counseling Psychology; *Counseling Techniques; Counselor Client Relationship; Counselor Training; Interviews; *Psychological Evaluation; Religion; *Religious Factors; *Spirituality

By using carefully developed questions during the early stages of counseling, counselors can "open the door" for clients to feel comfortable discussing spiritual or religious themes in counseling. This process of incorporating spirituality into counseling may involve a paradigm shift and additional training for counselors; thus, guidelines are presented here to facilitate the assessment of a client's spiritual orientation and functioning. The suggested format is offered since counselors may not know how to broach the subject or may hesitate to question clients about spirituality because they feel these issues are too personal or simply not important. Following a discussion of the definition of spirituality, 17 questions are presented as a format for use in the "spirituality interview." Intentions of the format are: (1) to provide the counselor with insight into the spiritual and religious history of the individual; (2) to provide information regarding his/her curent thinking in the spiritual realm; and (3) to assist counselors in assessing how a client's conceptualizations of the spiritual realm might relate to other areas of his/her life. (Contains 23 references.) (TS)

ED 461 058 CG 027 386

McLaughlin, Colleen; Clark, Pam; Chisholm, Meryl
Counselling and Guidance in Schools: Developing Policy and Practice. Resource Materials for Teachers.
PUB DATE- 96
NOTE- 82p.; Published by David Fulton Publishers, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Case Studies; Children; *Counselor Role; Elementary Secondary Education; Foreign Countries; Parent Attitudes; *Policy Formation; Program Descriptions; *School Counseling; School Counselors; *School Guidance; Student Attitudes; Teacher Attitudes

There has been much discussion about the role and nature of counselling and guidance in the schools. Thus, this book aims to help teachers and others working in and with schools by exploring the development of counseling and guidance in one

IDENTIFIERS- *Traumas

This report is a brief introduction to the findings of a research project that examined the impact of abuse on women's literacy learning and explored approaches to literacy programming in the light of these impacts. Interviews were conducted with literacy workers, learners, and counselors to determine the impact of abuse they saw in their work and how literacy programs could address the impact of violence. Following an introduction there is a section that discusses violence and trauma. The next section covers the issues of control, connection, and meaning and how they can be incorporated into a literacy program. The connections between literacy and therapy are then explored. Next an examination is made of new possibilities for literacy practice in light of the impact that violence can have on learning. The last section discusses how to create balance among mind, body, emotion, and spirit through literacy programs. All of these sections are followed by a list of possible actions that can be taken by literacy programs and organizations. (ADT)

ED 461 079   CG 031 514

Sikes, Charlotte

Creativity: Its Role in Healing and Place in Positive Psychology.

PUB DATE- 01

NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counseling; *Counseling Theories; Counselor Client Relationship; *Creativity; Helping Relationship; Psychology; Psychotherapy; Theory Practice Relationship

The following article provides a look at the creative process through the eyes of positive psychology. It describes first how creativity fits into the theory behind this field, then goes on to trace how a positive psychologist might consider this construct: observing how it functions therapeutically in the natural environment, then theorizing about how that process could be enhanced, supported, instigated, or developed through therapeutic intervention. Finally, the article pinpoints some advantages to a therapeutic approach utilizing the creative process over traditional techniques. (Author)

ED 461 080   CG 031 515

Barrett, Amy R.; Spencer, Donald W.; Schuurman, Donna L.; Hoff, Joan Schweizer

Thirty-Five Ways To Help a Grieving Child.

PUB DATE- 99

NOTE- 56p.; Supported by Meyer Memorial Trust, Regence Blue Cross/Blue Shield, and Western Lithograph.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adolescents; Art Expression; *Children; *Coping; Counseling; *Death; Depression (Psychology); Family Counseling; *Grief; Helping Relationship; Personal Narratives;

houses that have been called communities--homogeneous, sovereign units. People may need those communities, but they also need an alternative dialectic to be used to constitute an alternative collectivity in the shared spaces they increasingly must cross together, spaces that the boundaries of consensus and prior commitment to compromise do not and should not circumscribe. (Contains 12 references.) (TB)

ED 461 100 CS 215 861

Richardson, Elaine
The Powers That Be: AAVE as the Composition Curriculum.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Discourse; *African Culture; *Black Culture; Black Dialects; Curriculum Development; Elementary Secondary Education; Higher Education; *Language Usage; *Writing Instruction
IDENTIFIERS- *African Americans

This Powerpoint presentation argues that the problems encountered in implementing African-centered curriculum into the university composition classroom attest to the need for African centered education in kindergarten through university level educational institutions. The solution of the problem of African American students' disproportionate literacy achievement compared to students from the dominant culture is to counteract cultural conflict and use African American Vernacular English (AAVE) and culture as the composition curriculum. The Black language and literacy experience in America should be the center of inquiry. Contrasting AAVE discourse, rhetoric, and grammar with academic discourse will result in students' improved writing. Students can become more knowledgeable about language and usage; however, diversity within the African American community brings with it the clash of diverse ideologies and class intersections. To counteract the monocultural influence of the traditional orientation to the making of knowledge or "the powers that be," educators need to "get their heads together"--the "folk head," "working head," and "middle head." (RS)

ED 461 101 CS 215 885

Dyson, Anne Haas
Writing Superheroes: Contemporary Childhood, Popular Culture, and Classroom Literacy. Language and Literacy Series.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Childrens Writing; Dramatic Play; Ethnography; *Literacy; *Mass Media Effects; Mass Media Role; *Mass Media Use; Multicultural Education; *Popular Culture; Primary Education; Social Cognition; Urban Education; Writing Research
IDENTIFIERS- Literacy as a Social Process; *Superheroes

Based on an ethnographic study in an urban classroom of 7- to 9-year olds, this book examines how young school children use

IDENTIFIERS- New York City Board of Education

Children in the emergent writing stage write in pre-conventional or emergent forms (scribbling, drawing, non-phonetic letterings, and phonetic spelling) before they write conventionally. A special education teacher in a kindergarten inclusion setting in the Bronx, New York, noticing that her students did not particularly like to write, decided and attempted to move them along from emergent to conventional writing. She introduced and implemented several different kinds of activities to foster writing. Journals were used to have students communicate with their parents through written dialogue. This also encouraged parental involvement. Scaffolding was initiated to assist the students in writing more text. Modeling was presented to demonstrate how thinking, speaking, and writing are essential in the writing process. A stuffed elephant named Babar, his book, and a journal were sent home with one child every couple of days to encourage writing while entertaining Babar and sharing an adventure with him. The teacher found that this activity was the most successful since the students were eager to take Babar home and looked forward to their turns. The highlight of this activity was that the student got to sit in the Author's Chair and read his or her journal entry to the other students. The teacher noticed that the students were speaking more to each other about what they were going to do with Babar when it was time to share an adventure. (Contains 14 references.) (Author/NKA)

ED 461 122 CS 217 790

Grimes, M. Katherine
"Where the Lilies Bloom": A Guide for Teachers.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; Discussion; Intermediate Grades; Learning Activities; *Literary Criticism; *Literary Devices; *Novels; Secondary Education
IDENTIFIERS- Appalachian Culture; Appalachian Literature; Where the Lilies Bloom

This teaching guide for "Where the Lilies Bloom" provides an introduction, a plot summary, and a conclusion as background information. The guide furnishes questions for discussion which focus on plot, point of view, setting, characters, interpretation and symbolism, ethical questions, and conclusion. (NKA)

ED 461 123 CS 217 795

Jago, Carol
Sandra Cisneros in the Classroom: "Do Not Forget To Reach." The NCTE High School Literature Series.
PUB DATE- 02
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Context; *English Instruction; Fiction; High Schools; Literary Devices; *Literature Appreciation; *Mexican American Literature; Mexican

policy statement that suggested ways to improve Australian schools. This report, an outgrowth of that statement, contains a blueprint for the decentralization of management for Australian schools. Studies were undertaken in 11 companies to draw lessons from business and industry. Forty-five recommendations draw on best practices in different settings and suggest a model of management for Australian schools. The recommendations propose a legal framework for aligning responsibility, authority, and accountability, and outline stakeholder roles. The first two sections describe patterns of centralization and decentralization in public education in Australia and in other nations, and set the historical context for understanding the emergence of various forms of school management. The next sections summarize research on processes and outcomes, identify issues and concerns about decentralization, and describe related experiences in business and industry. The report recommends further decentralization of management to realize gains in efficiency, effectiveness, equity, job satisfaction, and professionalism. Two conclusions are that differences exist across states with respect to current levels of decentralization and readiness, and that strategies reflecting the differences should be developed for each school system. One table is included. The appendix describes the approach to resource allocation in Edmonton Public School District in Alberta, Canada. (Contains 57 endnotes.) (LMI)

ED 461 144 EA 028 241

Keys to a Quality Education. Executive Summary.
PUB DATE- 97
NOTE- 19p.; Prepared for The Governor's Quality Education Work Group.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Educational Assessment; *Educational Change; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Minimum Competencies; Performance; Public Education; State Legislation; *State Standards; *Statewide Planning
IDENTIFIERS- *Oregon Education Act for the 21st Century 1991

Oregon's Education Act for the 21st century sets academic and performance standards for all students statewide. The implementation of statewide standards entails a major change from a time-based to a standards-based educational system, and will require that all students achieve the performance standards for each curricular area. This report to the Governor's Quality Education Task Force explores the implications and realities of implementing educational reform. The report focuses on each of the following areas: academic content standards, performance standards, and opportunity-to-learn standards. It also highlights key factors that affect student learning. To give all students adequate opportunity to learn, the Oregon Association of School Executives School Funding Coalition recommends: (1) smaller class sizes; (2) more training and support for teachers; (3) expansion of instructional hours and days; (4) adequate, up-to-date learning materials and tools; (5) sufficient staffing; (6) additional funding to develop strong educational leadership; and (7) investment in school infrastructure. Discussion is needed to

69 endnotes.) (RKJ)

ED 461 164 EA 031 373

DeSchryver, David A.
Truth in Spending: The Cost of Not Educating Our Kids.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Cost Effectiveness; Elementary Secondary Education; *Expenditure per Student; Financial Needs; *School Funds

Statistical information is given on the inadequacy of U.S. schools, including the cost of remedial classes in colleges and businesses. The relationship between money spent, including on such items as salaries and class size, and high achievement scores is shown to be uncertain. Low performance often leads to requests for more money, rather than a reform in how the money is used. Private schools are seen as a better model. Urban Catholic schools have demographic profiles similar to nearby public schools and, for less cost, obtain higher graduation rates. Districts have taken their states to court to demand equalized funding, though access to better education has not followed. Meanwhile, public schools have seen an increase in the number of administrators and educational regulations. Recent reforms are attempting to shift the control of resources to parents, requiring services that please parents and students so that the district keeps its funding. A per-pupil-based funding system, in which money would follow the child instead of the district, is now used in Arizona. Accountability is enhanced, and parents and their children become consumers. Private contractors for support services can save money. Charter schools in 33 states allow parents and children to design schools with fewer restrictions and regulations. Private companies, such as the Edison Project, can take over part or all of a school system with lower per-pupil costs and high success rates. (Contains 20 endnotes.) (RKJ)

ED 461 165 EA 031 374

Boone, Mike
Preparing Superintendents through Standards-Based Instruction.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Houston, TX, August 7-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Leadership Training; *Management Development; *Superintendents
IDENTIFIERS- American Association of School Administrators; Texas

The past few decades have seen substantial debate over the effectiveness of preparation programs for school administrators. A program is suggested that is based on the Texas superintendent certificate of 1994. Eight standards addressing superintendent performance were developed by the American Association of School Administrators: (1) learner-centered values and ethics of leadership; (2) learner-centered mature relations with boys (with implications for the spread of HIV/AIDS among adolescents). Girls in the single-sex school were not protected from sexual advances outside the school. Male sexual aggression in schools appears to be institutionalized and considered as normal. Girls respond on the whole with resignation and passivity. Schools are themselves complicit in the abuse in that they fail to discipline perpetrators (whether pupils or teachers), deny that abuse exists, and foster an authoritarian culture where the behavior of teachers cannot be questioned. School-based abuse is a reflection of abuse found elsewhere--in the home and community. "Sugar daddies" in particular seek to lure girls into sexual relations with gifts and money. This widespread abuse goes unchecked because of the low status accorded women by society, where men invade women's private space with impunity and girls are socialized to expect subordination to men in adult life. Lack of will to address the issue by government bodies helps to perpetuate and condone it. Eliminating abuse will require a significant change in school culture, and in the attitudes and behavior of teachers, school heads, officials, parents, and pupils, both boys and girls. Appended are: Numbers Interviewed; Tables (6); Extracts from the Interviews from Boys and Girls; Teachers' Definition of Abuse; Pupils' Workshops and Teachers' Workshops. (Author/RT)

ED 461 184   EA 031 506

Education Criteria for Performance Excellence, 2002.
PUB DATE- 02
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Criteria; Educational Administration; Educational Assessment; *Educational Improvement; Educational Innovation; Educational Objectives; Educational Planning; Educational Principles; *Educational Quality; Elementary Secondary Education; Learning Strategies; Organizational Development; Organizational Effectiveness; Organizational Objectives; Outcomes of Education; *Performance Based Assessment; Self Evaluation (Groups)

The education criteria presented in this guide are designed to help organizations use an integrated approach to organizational performance management that results in delivery of ever-improving value to students and stakeholders. Implementation of the criteria will contribute to improvement of education quality, improvement of overall organizational effectiveness and capabilities, and organizational and personal learning. These criteria are built on the following core values: visionary leadership; learning-centered education; organizational and personal learning; valuing faculty, staff, and partners; agility; focus on the future; managing for innovation; management by fact; public responsibility and citizenship; focus on results and creating value; and a systems perspective. The following topics are treated in their own chapters: (1) Leadership; (2) Strategic Planning; (3) Student, Stakeholder, and Market Focus; (4) Information and Analysis; (5) Faculty and Staff Focus; (6) Process Management; and (7) Organizational Performance Results. The guide contains a glossary of key terms, scoring system and guidelines, 2002 Education Criteria Response guidelines, information on applying monitor and evaluate their own thinking. General guidelines for nurturing thinking as well as criteria for classroom thoughtfulness are listed. (DB)

ED 461 202 EC 305 890

RADIUS: Research Archive on Disability in the United States. CD-ROMs .
SPONS. AGENCY- National Center for Medical Rehabilitation Research.
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Adults; Children; Data Collection; Data Interpretation; *Databases; *Disabilities; Employment; Health; *Incidence; Infants; Information Retrieval; Information Storage; Injuries; *Longitudinal Studies; *National Surveys; Pediatrics; Special Education; Statistical Data

This Research Archive on Disability in the United States (RADIUS), a database on CD-ROM, contains 19 data sets on the prevalence, incidence, correlates, and consequences of disability in the United States. The 19 data sets are: (1) 1991 National Maternal and Infant Health Follow-Up Survey; (2) National Pediatric Trauma Registry, 1988-1994; (3) 1986 International Center for the Disabled Survey: Employing Disabled Americans; (4) 1986 Survey of Disabled Americans: Bringing Disabled Americans into the Mainstream; (5) 1994 National Organization on Disability (NOD) Survey of Americans with Disabilities; (6) 1991 NOD Survey of Public Attitudes toward People with Disabilities; (7) National Longitudinal Transition Study of Special Education Students, 1987-1991; (8) 1994 National Survey of Sexuality Issues among Women with Physical Disabilities; (9) School-to-Work Transition Survey of Deaf Youth 1986-1992; (10) Annual Survey of Deaf and Hard-of-Hearing Children and Youth, 1975-1994; (11) The Next Generation of Upper-Limb Prostheses, 1992-1994; (12) 1988 National Maternal and Infant Health Survey; (13) Survey of Income and Program Participation, Core and Disability Modules, 1992-1993; (14) Rehabilitation Services Administration-Social Security Administration Data Link 1980-1988; (15) 1991 Study of Outpatient Physical Therapy Practices; (16) Medical Outcomes Study, 1986-1992; (17) 1994-1995 National Health Interview Survey on Disability, Complete Phase I; (18) 1994-1995 National Health Interview Survey on Disability, Complete Phase II; and (19) 1998 NOD/Harris Survey of Americans with Disabilities. The comprehensive RADIUS archive, 1999 edition can be ordered on a set of 6 CD-ROMs which includes complete data, instruments, documentation, and search & retrieval/extract software for all 19 studies as well as printed User's Guides for each study and a comprehensive User's Manual. (DB)

ED 461 203 EC 305 910

Schepis, Maureen M.
A Comprehensive Evaluation of the Effects of Voice Output Communication Aids on the Communicative Interactions of Students with Autism.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 93p.; Report for the U.S. Department of Education Student-Initiated Research Grant 84.023B.

populations; and (9) when boards and programs include staff who share the cultural background of their consumers, the programs tend to be more effective. Further recommendations for culturally competent programs are made for the policy-making, administration, and service provider levels. (CR)

ED 461 222 EC 306 492

Booth, Tony, Ed.; Ainscow, Mel, Ed.
From Them to Us: An International Study of Inclusion in Education.
PUB DATE- 98
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes toward Disabilities; Case Studies; Classification; Classroom Environment; Comparative Education; *Disabilities; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Interviews; Labeling (of Persons); Mainstreaming; *Regular and Special Education Relationship; *Social Attitudes; Special Programs; *Student Placement; Student Rights
IDENTIFIERS- Australia; England; Ireland; Netherlands; New Zealand; Norway; Scotland

This book describes the outcomes of a comparative study that brought together an international team of researchers from eight countries (United States, Scotland, New Zealand, Norway, the Netherlands, Ireland, Australia, and England). The purpose of the study was to develop case studies that would explore the process of inclusion and exclusion within a school or group of schools set in its local and national context. Included are classroom observations, the students' experiences of the school day, and interviews with staff, students, parents, and school governors. Differences and similarities within and between countries are discussed in dimensions that relate to: (1) inclusion and exclusion as unlimited processes; (2) processes of inclusion and exclusion that can be taken for granted; (3) linking the process of inclusion and exclusion; (4) inclusion and exclusion specifically affecting students with low attainment or who are difficult to control; (5) categorization of students with disabilities; (6) medical responses to learning difficulties; (7) response to diversity of learners; (8) student right to inclusive education; (9) common curriculum or special curricula; (10) connection of inclusion and exclusion in school to wide social and political processes; and (11) how differences in perspective on inclusion and exclusion are treated. (Contains approximately 260 references.) (CR)

ED 461 223 EC 306 493

Melda, Kerri, Ed.
Participant-Driven Managed Supports: Breaking New Ground. A Handbook on Applying Managed Care Strategies to Developmental Disabilities Services.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 25p.; Contributions to the text are by John Agosta and Madeleine Kimmich.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Spanish, art, library, developing multiple talents, and Kumon math. Also provided is a curriculum scope and sequence chart, a summary of the school's 20-year history, and a brief article on giftedness in children. (DB)

ED 461 241 EC 308 791

Proceedings of the National Symposium: Policy and Practice To Ensure High Quality Teachers for Children and Youth with Disabilities (Washington, DC, June 8-10, 2001). Executive Summary. Developing the Special Education Workforce.
SPONS. AGENCY- Council for Exceptional Children, Reston, VA.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Disabilities; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Special Education Teachers; Standards; *Statewide Planning; *Teacher Certification; Teamwork

A national symposium on policy and practice in preparation of teachers for children and youth with disabilities focused on the alignment of three components of teacher preparation: professional teaching standards, licensure of beginning teachers of students with disabilities, and the state approval/accreditation processes for teacher preparation programs. Its goals were to help the 29 state teams attending the symposium to clarify the issues within each of these state-level components and support development of State Action Plans. Action Plans identify activities to be undertaken in a state to align state-adopted professional teaching standards with the procedures for approval/accreditation of teacher preparation programs and for teacher licensing. A report on the synthesis and analysis of state team pre-symposium planning surveys is followed by five conclusions of the symposium including: (1) states face serious challenges in communication, collaboration, and knowledge sharing across stakeholder groups within their own states; and (2) there is a lack of common understandings across states and within state stakeholder groups about what professional standards are and how they relate to the alignment process. In addition, although states lacked clarity in their understanding of the alignment process before the symposium began, a more congruent understanding emerged by the end of the symposium. (DB)

ED 461 242 EC 308 792

LeNard, Judith M.
How Public Input Shapes the Clerc Center's Priorities: Identifying Critical Needs in Transition from School to Postsecondary Education and Employment. Sharing Results.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deafness; *Education Work Relationship; Elementary Secondary Education; *Feedback; Formative Evaluation; Individualized Education Programs; Program Development; Public

States government workers looks at the learner types they must assess and contexts in which a newly-learned language will be used. In general, employees selected for language learning are either current employees already productively engaged in second language use or new hires with excellent academic records in commonly taught languages. Training focus is primarily on speaking, non-interactive listening, and reading, targeting a minimum proficiency level of 2. For less commonly taught languages, however, there are few measures to predict success beyond this level. Skills required for speech and writing are linked to different social dynamics characterizing each. The complex relationship of these two channels of delivering language has important implications for aptitude testing. Distance between the learner's existing second language is also a critical factor in language aptitude and training; a new technique for measuring third language difficulty is now available. There are complex relationships between the backgrounds and attainments of prospective language learners and frames of reference in which they will be expected to operate. A variety of instruments is needed, some of which will demand much more testing time and may discomfit personnel preferring quick testing. (MSE)

ED 461 262 FL 024 542

McLaughlin, Barry
Aptitude from an Information Processing Perspective.
PUB DATE- 94
NOTE- 18p.; In: Language Aptitude Invitational Symposium Program Proceedings (Arlington, VA, September 25-27, 1994); see FL 024 538.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Restructuring; Cognitive Structures; Information Processing; *Language Aptitude; *Language Processing; Language Skills; Language Tests; *Learning Processes; Learning Theories; Measurement Techniques; *Memory; Skill Development; *Testing

An information-processing approach to language learning is examined; language aptitude is factored into the approach, and the role of working memory is discussed. The process of learning includes two processes that make heavy use of working memory is: automatization and restructuring. At first, learners must make a conscious effort to remember and apply a new concept, but later can apply the same concept without conscious effort. The initial stages of learning involve the slow development of skills and the gradual elimination of errors as the learner attempts to automatize aspects of performance. With regard to restructuring, individual language learning aptitude differences are suspected to be the result largely of the joint function of the availability of knowledge about the target language and the speed and efficiency of working memory, which affects the extent to which the individual succeeds in generalizing and altering (restructuring) the cognitive data required at various language processing stages. It is concluded that in second language learning, working memory relates to the degree to which individuals can restructure and reconfigure linguistic representations flexibly and consistently. (Contains 56 references.) (MSE)

ED 461 263 FL 024 543

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Contrastive Linguistics; Cultural Awareness; Daily Living Skills; Dialogs (Language); Family (Sociological Unit); Food; Foreign Countries; *Grammar; Health; Housing; Hygiene; Interpersonal Communication; *Kyrgyz; *Language Patterns; *Language Skills; Phonology; Second Language Instruction; Second Language Learning; Skill Development; Teaching Guides; Transportation; Uncommonly Taught Languages; *Vocabulary Development; Weather; Work Environment
IDENTIFIERS- Shopping

The language manual for Kyrgyz was designed for the specific language instruction needs of Peace Corps personnel in Kyrgyzstan. It begins with a brief introduction to the Kyrgyz language, stressing the points at which the Kyrgyz system differs from English, and outlining the Kyrgyz sound system. It then presents 15 topical lessons, each containing sample dialogues from everyday life, relevant vocabulary, phonetic drills, exercises for practicing common phrases, expressions, and structures, grammar rules, exercises for practicing dialogues, self-directed exercises in everyday conversation and grammar, dialogues based on the grammatical structures and new vocabulary and leading to mastery of the particular vocabulary and structures in natural conversation, and a reference grammar. Lesson topics include: greetings; family; food; housing; transportation; buying items at the kiosk, buying items in the bazaar; grocery shopping; department store shopping; post office; personal appearance; health; weather; daily routine; and the work environment. (MSE)

ED 461 285 FL 025 339

Tshiangale, Mupemba Wa
Corps de la Paix Madagascar Livre du Formateur. Langue: Sakalava (Peace Corps Madagascar Teacher's Manual. Language: Sakalava).
PUB DATE- 96
NOTE- 262p.
LANGUAGE- French; Malagasy
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Contrastive Linguistics; Cultural Awareness; *Daily Living Skills; Dialects; Dialogs (Language); Family (Sociological Unit); Food; *Grammar; Health; Housing; Hygiene; Interpersonal Communication; *Language Patterns; Language Skills; *Malagasy; Phonology; Second Language Instruction; Second Language Learning; Skill Development; Transportation; Uncommonly Taught Languages; *Vocabulary Development; Weather; Work Environment
IDENTIFIERS- *Peace Corps; Shopping

This teacher's manual for Sakalava, a dialect of Malagasy, is designed for the specific language instruction needs of Peace Corps personnel in Madagascar. It is written primarily in French and Sakalava, with some titles in English. It consists of 29 topical lessons, each geared to a specific domain and competency and containing information on needed materials, warm-up exercises, notes on classroom presentation, cultural information, exercises, a brief dialogue, new vocabulary, and exercises on cultural content, grammar, vocabulary, and conversational skills. Lesson topics include: personal identification and greetings, food, market shopping, time, calendars, giving and understanding directions, social relationships, daily activities, seasons, health matters, work

States may choose their assessment methods. Most use standardized testing. NRS level descriptors for English as a Second Language (ESL) define English language proficiency across six levels. The time required to show level gain in proficiency depends on program factors (e.g., class intensity and adequacy of facilities) and learner factors (e.g., age and educational background). Adult ESL standardized tests are easy to administer, valid, and reliable, though they may not capture incremental learning changes over short periods of time. Performance assessment in adult ESL reflects current beliefs that learners acquire language as they use it in social interactions to accomplish purposeful tasks. However, performance assessment for accountability purposes is limited. For both standardized and performance assessments, applying several principles will produce effective assessment procedures (e.g., select assessment instruments and procedures that match learning goals and know assessment limitations). Many critical issues must be examined before putting these principles into practice (e.g., conditions under which measurable gain can be achieved and resources needed to ensure consistent, reliable standardized assessment). (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 461 306 FL 801 498

Uses of Technology in Adult ESL Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Computer Uses in Education; *Educational Technology; *English (Second Language); *Literacy Education; Second Language Instruction; Teaching Methods

Adult English-as-a-Second-Language (ESL) professionals have long used technology to enrich instructional activities. Currently, they are integrating multimedia packages and PowerPoint presentations into instruction. Technology can be used in many different contexts (in the classroom, at distance learning sites, and for extended or self-study). New technologies present opportunities to accomplish multiple instructional goals and may be responsive to different learning styles. Challenges to technology use in adult ESL include financial constraints (funding for adult ESL instruction is usually limited), the digital divide, and matching technology applications to the program's instructional needs and goals. Efforts to use technology effectively in adult ESL instruction include the following: addressing the need for sufficient funding; including technology objectives in state-level adult education planning; choosing technology that supports and complements the approaches, needs, and goals of instruction; developing instructional models that integrate technology applications; creating and using hybrid models; developing software programs and Web sites that are appropriate for and usable by English learners; providing practitioners with appropriate training; researching and documenting the benefits and challenges of various uses of technology in education; and using technology to expand or individualize inside and outside the classroom. Additional resources are listed. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

Bunting, Josiah, III
An Education for Our Time.
PUB DATE- 00
NOTE- 246p.; Foreword by William J. Bennett.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *College Planning; *Educational Philosophy; Educational Planning; Higher Education; Novels; Student Educational Objectives

This novel uses a fictional approach to present a concept of the ideal college of the twenty-first century. A foreword is by William J. Bennett, former Secretary of Education. The novel's main character is a 71-year-old billionaire, industrialist, and war hero, who is dying of cancer and plans to endow a new college with his fortune. The proposed college is seen to differ radically from those that exist today, although its roots derive from classic educational goals. The book is organized around five major educational questions: (1) "What is our mission?"; (2) "Who should our students be?"; (3) "How should they live?"; (4) "What should they learn?"; and (5) "Who should lead and teach them?" The novel describes how students will be chosen (no college admissions tests but evidence of moral and physical courage); the college site (the high plains of Wyoming), the structure of the campus, and the college calendar and curriculum; and operational details such as the daily schedule and recruitment of teachers and mentors. The book also reveals how the ideals of the college have resulted from the main character's life and times filled with both success and personal tragedy, his and the nation's experience of Vietnam, and his leadership in the computer revolution. (DB)

ED 461 326   HE 032 096

Results from the UVSC Student and Employee Substance Use Survey, Fall 1997.
PUB DATE- 99
NOTE- 27p.; "Commissioned by Connie Kitchens, with Consultation from Cameron R. John and Ron J. Hammond."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *College Environment; College Faculty; College Students; *Drug Abuse; Higher Education; Questionnaires; *Smoking; State Colleges; Substance Abuse; *Surveys; Tables (Data); *Tobacco
IDENTIFIERS- *Utah Valley State College

This study attempted to determine alcohol and drug use rates of students at a college located in a city with a predominant religion that promotes abstinence, and to determine what prevention strategies might be implemented to help students with drug or alcohol problems. In the fall of 1997, 612 students and 119 faculty responded to survey questions on demographics; stress levels, amount of social support, and faith; their knowledge of school drug and alcohol policies and their use of drugs and alcohol on campus; and alcohol and drug use by respondents and their family members. Based on the survey it was determined that intervention and prevention strategies should focus on gateway drug intervention (that is, alcohol and tobacco use); encouragement of active faith and spiritual beliefs; and background knowledge of family drug and

Environment; *College Transfer Students; Higher Education; Paying for College; Student Financial Aid; *Transfer Policy; Transfer Programs

Based on extensive research and interviews with students, counselors, admissions officers, and faculty, this guide walks students through the college transfer process, including: (1) deciding when, where, and whether to transfer; (2) understanding admission standards and transfer programs; (3) completing application procedures; (4) cracking course credit conversions; (5) estimating costs and financial aid; and (6) coping with differences in campus life. A glossary and index are included. (EV)

ED 461 347 HE 034 628

Valimaa, Jussi, Ed.
Finnish Higher Education in Transition: Perspectives on Massification and Globalisation.
PUB DATE- 01
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Change; *Educational Trends; Foreign Countries; *Higher Education
IDENTIFIERS- Finland; Globalization

This book discusses recent changes in Finnish higher education, pinpointing the changes and analyzing what they mean. The chapters are: (1) "GeoPolitical and Cultural Coordinates for Finnish History" (Jussi Valimaa); (2) "A Historical Introduction to Finnish Higher Education" (Jussi Valimaa); (3) "Analysing Massification and Globalisation" (Jussi Valimaa); (4) "Reflections on the Modern Mass University and the Question of the Autonomy of Thinking" (Eeva Kallio); (5) "Going to School at University?" (Sanna Honkimaki); (6) "Academic Life and the Pressure of Massification" (Helena Aittola); (7) "Doctoral Studies in the 1990s: From Elite to Mass Training?" (Pentii Maatta); (8) "The Open University in a Massifying Higher Education System" (Ellen Piesanen); (9) "Strategic Flow and Finnish Universities" (Jussi Valimaa and Hannu Jalkanen); and (10) "Discussion: Finnish Higher Education Faces Massification and Globalisation" (Valimaa, Aittola, Honkimaki, Jalkanen, Kallio, Maatta, and Piesanen). A Finnish Summary is also included. (EV)

ED 461 348 HE 034 629

Kramarae, Cheris
The Third Shift: Women Learning Online.
PUB DATE- 01
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Technology; Educational Trends; Enrollment Trends; *Females; Higher Education; Nontraditional Students; World Wide Web
IDENTIFIERS- Digital Divide; *Online Courses

The first in a series on women as professionals and students in 21st-century higher education, this report is based on interview and questionnaire responses from more than 500 women and men from many occupations, as well as a review of published research on distance learning. It examines the convergence of

ED 461 368   IR 020 994

Means, Barbara; Penuel, William R.; Padilla, Christine
The Connected School: Technology and Learning in High School.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Uses in Education;
  Educational Technology; High Schools; *Information Technology;
  *Internet
IDENTIFIERS- *Access to Technology; Illinois (Chicago); Michigan
  (Detroit); *Technology Utilization

This book examines six technology-using high schools in order to show how computer and Internet technology can support and improve teaching and learning. Chapter 1 discusses issues of technology access that have come to be called the "digital divide." Chapter 2 provides a portrait of a general high school located within an economically stressed urban Empowerment Zone. Chapter 3 moves to a Chicago high school with an explicit vocational orientation. Chapter 4 tells the story of a Chicago options school with a mathematics and science focus. Chapter 5 describes a small, alternative high school that was one of the first Chicago schools to have Internet access to most of its instructional rooms. Chapter 6 describes a selective, traditionally academic Detroit high school that has been lauded as one of the nation's strongest public high schools. Chapter 7 describes activities at a high school that has served as a technology demonstration center for Detroit. Chapter 8 provides a summary of issues raised by the cases as a whole. (Contains 47 references.) (MES)

ED 461 369   IR 020 995

Barone, Carole A., Ed.; Hagner, Paul R., Ed.
Technology-Enhanced Teaching and Learning: Leading and Supporting
  the Transformation on Your Campus. EDUCAUSE Leadership
  Strategies. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 112p.; Sponsored by PricewaterhouseCoopers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General
  (020),Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in
  Education; Educational Administration; *Educational Change;
  *Educational Technology; Higher Education; Information
  Technology; Instructional Design; Instructional Development;
  Instructional Leadership; *Internet; Teacher Role;
  *Technological Advancement
IDENTIFIERS- Learning Environments; *Technology Utilization

This book offers academic leaders advice to help their institutions initiate, implement, and manage the transformation to technology-enhanced teaching and learning in order to become Internet-based communication and learning environments. The book contains the following chapters: (1) "Engaging the Faculty" (Paul R. Hagner and Charles A. Schneebeck); (2) "Creating a Context for Consensus" (David G. Brown and Sally

Catalog of Educational Multimedia Products.
PUB DATE- 98
NOTE- 45p.; Prepared by the National Audiovisual Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Recordings; *Audiovisual Aids; Documentaries; *Educational Television; *Instructional Films; Instructional Materials; Merchandise Information; *Nonprint Media; Slides; *Videotape Recordings; Visual Aids

This catalog lists 276 audiovisual educational materials for sale through the National Technical Information Service. Materials are arranged by subject category: Administration; Black and Women's Studies--Biography, In the Military, and History & Culture; Counseling--Career Counseling; Drug Prevention; Health & Safety; History--Early & American Indian, Forging a Nation, Early 19th Century, Civil War, Late 19th Century, Early 20th Century, World War II, and Post-WWII; Languages; Literature; Music; Science; Social Studies; and Spanish-language videos. Each entry includes a title; source agency; type of media; running time for videos; inclusion of additional materials (such as discussion or teachers' guides); date; brief description of subject matter; product number; and price. An order form is provided. (SWC)

ED 461 388 IR 056 979

The Emerging Internet. Annual Review of the Institute for Information Studies.
PUB DATE- 98
NOTE- 155p.; A joint program of Nortel and the Aspen Institute.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Business; Community Involvement; Computer Mediated Communication; *Computer Networks; Conferences; Futures (of Society); Higher Education; *Information Networks; Information Policy; *Internet; Online Searching; Online Systems; *Technological Advancement
IDENTIFIERS- Browsing; Connectivity; Digital Technology; *Technology Role

This document contains papers commissioned by the Institute for Information Studies to provide a variety of perspectives on a particular topic relating to the impact of communications and information technology. Among the subjects covered are the impact of the Internet on community, education, electronic commerce, international development, and democracy, as well as the impact on the Internet of national governments' struggles to retain sovereignty in the face of the Internet's insistently global nature. The chapters are: "Sovereignty in the Networked World" (Michael R. Nelson); "The New 'Civic Virtue' of the Internet" (David R. Johnson and David G. Post); "The Internet and Community" (Jeffrey Abramson); "Will the Internet Transform Higher Education?" (Walter S. Baer); "The Internet and Electronic Commerce: A Tale of Three Cities" (Elliot Maxwell); and "Development and the Globalization of Cyberspace" (Heather E. Hudson). Author profiles are included. (AEF)

ED 461 389 IR 057 007

Jackson, Candace
My Very Own Library Treasure Hunt and A Treasure Hunt in My Library.

strategic planning form, glossary, and a feedback survey. (Contains

DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Educational Environment; *Evaluation Methods; Evaluation Problems; *Institutional Evaluation; *Physical Environment; Preschool Evaluation; *Rating Scales

IDENTIFIERS- Infant Toddler Environment Rating Scale; Purdue Home Stimulation Scale

This paper reviews four scales that have been used to evaluate the physical environment of child care centers, and introduces five new scales that are designed explicitly to assess the physical environment of child care centers and their associated outdoor play environments. The psychometric properties, environmental content, and effectiveness of the Harms and Clifford Infant/Toddler Environment Rating Scale, the Home Observation for Measurement of the Environment Inventory, the Profile for Early Childhood Programs, and the Purdue Home Stimulation Inventory are discussed. The paper then discusses five sets of scales that have been developed to address the deficiencies of current physical environment scales: (1) the Early Childhood Center, Children, and Teacher Profiles; (2) the Early Childhood Teacher Style and Dimensions of Educating Rating Scales; (3) the Early Childhood Physical Environment Scales; (4) the Playground and Neighborhood Observation Behavior Maps; and (5) the Environment/Behavior Observation Schedule for Early Childhood Environments. In conclusion, the paper suggests the principle components for the development of a new, more comprehensive set of environmentally based scales for early childhood environments. (Contains 22 references.) (MDM)

ED 461 409   PS 023 610

Sponder, Barry

Techniques for Promoting Interdisciplinary Education in the Classroom.

PUB DATE- 93

NOTE- 15p.; In: "Teaching and Learning" (Singapore) v14 n1 pp.11-24.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classroom Techniques; Curriculum Design; Elementary Secondary Education; Instructional Effectiveness; *Interdisciplinary Approach; *Learning Strategies; *Teaching Methods; Writing Across the Curriculum

Continuous Integration Techniques (CIT) encourage interdisciplinary study by focusing on strategies to synergistically combine information from two or more subject areas. These techniques may be more meaningful for students than schooling's normal unidimensional learning techniques because real life occurs within multiple contexts. Such techniques seem to be suitable for nearly all grade levels and subjects. Some activities that facilitate interdisciplinary study are: (1) writing across the curriculum; (2) incidental grammar instruction; (3) constant spelling evaluation; (4) storytelling and interpretation; (5) facilitation of the inquiry process; (6) discussion of math concepts whenever they arise; (7) study of music as a way to enhance emotional, aesthetic, and kinesthetic awareness; and (8) use of instructional media. To be effective, CIT must meaningfully add to students' knowledge or reinforce lessons already learned. (Includes 43 references and 3 charts.) (JW)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 1 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 1 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 428 PS 030 156

Curriculum Handbook for Parents, 2001-2002: Grade 2.
PUB DATE- 01
NOTE- 35p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 2 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 2 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8)

target services only on identified children. This responds to findings showing that all children's performances are negatively affected in schools with high concentrations of poverty. Eligibility criteria dropped from 75 percent poverty to 60 percent in the 1995-96 school year and to 50 percent thereafter. This document serves as an introduction to understanding and implementing schoolwide programs. The following areas are discussed and illustrated with examples: (1) What is a schoolwide program? (2) What advantages schoolwide programs offer? (3) Which schools are eligible to operate schoolwide programs? (4) How a school becomes a schoolwide program? (5) School-level decision making; (6) Addressing the needs of all children while safeguarding target populations such as migrant or American Indian students; (7) Planning for success; (8) Schoolwide support and assistance; and (9) Combining other federal funds in a schoolwide program. Included is a copy of the Federal Register notice (Sept. 21, 1995) exempting schoolwide programs under Part A of Title I from statutory or regulatory requirements of other federal education programs. (SAS)

ED 461 447   RC 021 374

Secada, Walter G.; Chavez-Chavez, Rudolfo; Garcia, Eugene; Munoz, Cipriano; Oakes, Jeannie; Santiago-Santiago, Isaura; Slavin, Robert
No More Excuses: The Final Report of the Hispanic Dropout Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 88p.; For the U.S. Dept. of Education's response to this report, see RC 021 375.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; Dropout Research; *Dropouts; Educational Environment; Educational Needs; Educational Policy; *Educationally Disadvantaged; Elementary Secondary Education; Ethnic Stereotypes; High Risk Students; *Hispanic Americans; Parent Student Relationship; Research Needs; School Community Relationship; School Holding Power; School Role; Student Attitudes; *Student School Relationship; Teacher Student Relationship

In September 1995, the U.S. Secretary of Education invited seven individuals to take part in a special project to study the problem of Hispanic student dropout. The Secretary's charge to the Hispanic Dropout Project incorporated the goals of increasing public awareness about Hispanic dropout issues; developing policy-relevant recommendations at local, state, and federal levels; and supporting development of a stakeholder network to continue the project's work. To achieve these goals, the project commissioned 9 papers on Hispanic dropout issues, held open hearings in 10 cities, visited school and nonschool sites that were developing promising practices in Latino education and dropout prevention, held press conferences, and reviewed relevant educational research. This final project report reflects the knowledge and views of various individuals and constituency groups that hosted site visits, presented testimony, and participated in open discussions. Their evidence confirms that popular stereotypes blaming school dropout on Hispanic students, parents, or language are untrue. Such misinformation excuses inaction by turning Hispanic students into victims. Many findings and recommendations in the report are not new; they reflect what researchers have been saying for years about school effectiveness, reform, finance, and equity--

history--early Moravian missionaries respected Native culture and promoted Native language literacy. Three Nunavut schools were influenced by arctic weather conditions and local hunting and fishing seasons. Primary grades were taught in the Native language. Positive aspects of schools were community connections and cultural programs, but problems included lack of space, high dropout rate, lack of Inuit instructors, and staff turnover. Six Saskatchewan schools were also affected by the weather. Positive factors included community support, dedicated teachers, and student success in mastering computer and Internet technology. Problems included staff turnover, political interference, community substance abuse, high rates of fetal alcohol syndrome, and lack of special programs. The two British Columbia schools were very small. They had had success with technology but suffered from lack of resources, staff turnover, dysfunctional families, and special education needs. Substance abuse and child abuse problems in one isolated village are discussed. (SV)

ED 461 464   RC 023 317

They Are Our Kids: Findings from the Latino Dropout Study.
SPONS. AGENCY- Hillsborough County Children's Board, Tampa, FL.
PUB DATE- 00
NOTE- 127p.; Study conducted by the Latino Coalition of Hillsborough County.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Dropout Research; Dropouts; Family Influence; Focus Groups; High Risk Students; High Schools; *Hispanic American Students; Middle Schools; *Parent Attitudes; School Holding Power; *Student Attitudes; *Student Attrition; Student Motivation; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Hillsborough County Public Schools FL; *Latinos

A study explored factors contributing to the high attrition rate of Latino students in Hillsborough County (Florida) schools. Focus groups and interviews were conducted with 54 teachers; 52 high-achieving, 39 at-risk, and 6 dropout Latino middle and high school students; and 14 parents. Findings indicate that factors important to academic success of Latino students were student motivation, student involvement in activities, and supportive parents and teachers. Factors contributing to Latino student dropout included student motivation and peer associations, lack of parental support, language and cultural barriers, school system issues and policies, and poor teacher-student relationships. Participants felt that the most likely social impacts resulting from Latino students dropping out would be their future lack of employment and life opportunities and increased involvement in illegal activities. Resources available to meet the needs of Latino students included Latino clubs, academic remediation, Latino or bilingual staff supports, programs for migrant students, job training programs, and occupational counseling. Programs for the larger student body focusing on promoting academic, vocational, or personal success were also identified. Recommendations included increasing support from parents, Latino/bilingual staff, and mentors; improving communication between schools, students, and parents; promoting appreciation for Latino culture; and improving access to available services and supports. Ten appendices present participant demographics, school district withdrawal codes, reasons for placement into alternative education, focus group and interview guides, and the screening are intended to promote the Core 40 Competencies of the Indiana Department of Education for High School courses. This document contains units for chemistry that advocate hands-on, application-based learning and present the basic concepts of chemistry associated with the substances that make up the environment and with the changes these substances undergo. Units include: (1) Chemistry Basic Skills; (2) Water; (3) Air and Climate; (4) Chemical Resources; (5) Organic Chemistry; (6) Petroleum; (7) Nuclear Chemistry; and (8) Chemical Industry. Contains an average Atomic Mass activity. (JRH)

ED 461 483 SE 060 328

Richardson, Brenda; Williams, Gloria
Pre-Algebra: An Applied Approach.
SPONS. AGENCY- Indiana Univ. Northwest, Gary.; Gary Community School Corp., IN.; Merrillville Community School Corp., IN.; Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 97
NOTE- 58p.; Product of the PACE Project. Edited by Clyde A. Wiles and Kenneth J. Schoon. Contributors include: Deborah Abrahamson, Lydia Colaire, Ruth Hairston, Cheryl Johnson, Rita Magee, Patricia Presley, and Violet Schmuck.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Curriculum Guides; High Schools; *Mathematical Concepts; Mathematics Curriculum; *Mathematics Skills; Probability; Rational Numbers; Statistics; Teaching Guides; *Tech Prep; *Units of Study
IDENTIFIERS- Gary Public Schools IN; Merrillville Community School Corporation IN; *Pre Algebra

Promoting ACademic Excellence in Mathematics and Science for Workers of the 21st Century (PACE) was a consortium project made up of Indiana University Northwest, the Gary Community Schools, and the Merrillville Community Schools. The focus of this project was to prepare teachers and curricula for Tech Prep mathematics and science courses for the two school districts. The courses and course units prepared by the project are intended to promote the Core 40 Competencies of the Indiana Department of Education for High School courses. This document contains units for pre-algebra designed for students who have not mastered the necessary competencies which would enable them to enter into a first year algebra course. It is not a core 40 course, but does maintain the applied perspective. Units include: (1) Rational Number Foundations; (2) Exponents, Area, and Volume; (3) Data and Probability; and (4) Algebraic Foundations. (JRH)

ED 461 484 SE 060 329

Becker, Jon; McClain, Jim
Algebra One: An Applied Approach.
SPONS. AGENCY- Indiana Univ. Northwest, Gary.; Gary Community School Corp., IN.; Merrillville Community School Corp., IN.; Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 97
NOTE- 63p.; Product of the PACE Project. Edited by Clyde Wiles and Kenneth Schoon. Other writers include: Jackie Gares, Jerry Herochik, Kathy McCoy, Tom Norris, Tom Powell, Violet Schmuck, and Leonard Williams.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

flexible and was seen as having a significant impact in meeting the economic and educational needs of Iowa's citizens and businesses. Nearly all respondents reported that substantial proportions of their current work forces need additional training and considered technological change to be an important factor increasing the need for work force training. Of the respondents, 28.5% were very familiar with Iowa work force training programs and 61.5% were only somewhat familiar with them. It was recommended that Iowa's community colleges review and augment their marketing programs and that the state increase funding levels of existing and emerging work force training programs. (Contains 12 tables/figures and 22 references. Appended are the names/addresses of the members of the Iowa Association of Adult and Continuing Education Deans and Directors.) (MN)

ED 461 005   CE 073 096

Kallenbach, Silja, Ed.
Can We Really Make a Difference?
PUB DATE- 96
NOTE- 27p.; Theme issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Activism; Adult Basic Education; Advocacy; *Citizen Participation; Citizenship Education; *Citizenship Responsibility; *Civics; *Community Action; Crime; Economics; Foreign Policy; Gun Control; Immigrants; Immigration; Voting Rights
IDENTIFIERS- Foreign Aid

This issue is intended as a collection of teaching and learning resources. It presents news, issues, information, ideas, activities, and discussion questions on social justice. Articles that focus on learning how to make a difference areas follows: "What Is Civic Participation Anyway?"; "The Hundredth Monkey: When You're Not Sure, Keep Washing Your Sweet Potatoes"; "Who Makes the Decisions that Affect You?"; and "What Is the Right Question Project? What Does It Do for People? How Does It Work?" These articles deal with making a difference in the local community: "Politicians 'Walk-a-Mile' in the Shoes of Welfare Recipients"; "Persistence Pays Off: Enrique Helps Draft a Law in California to Protect Low-Literacy Workers"; "Students Fight for Public Transportation; "Students Speak Out for Adult Education in Vermont"; "Community-Building in an English as a Second Language Classroom"; "Community Garden"; "What Support Do Students Need in Order to Make a Difference?"; "Taking Action against Violence"; and "Controlling Our Economic Destiny: An Update on the Mountain Women Soap Company." Articles on voting and advocacy are as follows: "Voter Power"; "The Long Struggle for Women to Get the Right to Vote"; "Voter Education in the Asian Community"; "Unveiling the Mysteries of Voting"; "What If Rosa Parks Shot the Bus Driver?"; "A Key to Combining Voter Education and Economics"; "An Adult Basic Education Class Moves into the Rhode Island State House"; "Quiz: How Does Your Political Knowledge Compare with that of Other Americans"; "Immigrant Students Advocate for Adult Education"; and "Education Gives Us Wings." The final series of articles deals with selected presidential election issues: "The Economy Is Doing Well, But What about the Average Worker?"; "New Bedford Students Question Decision-Makers About the Economy"; "Is Big Money Doing Away with Real Democracy?"; "Just How Much Does Foreign Aid Cost Us?"; "National Issues Forum: Seeing All Sides of the Issue of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Attitude Change; *Career Exploration; Career Planning; *Classroom Techniques; *Education Work Relationship; Employment Opportunities; Family Work Relationship; Information Sources; *Integrated Curriculum; Learning Activities; *Literacy Education; Occupational Information; Problem Solving; Teacher Role; Work Attitudes
IDENTIFIERS- Georgia

This document, which was written for adult educators in Georgia, offers instructional plans and practical strategies for helping students in adult literacy, adult basic education, General Educational Development, and English-as-a-second-language programs explore the world of work. The document begins with a discussion of the two major ways adult educators can help their students succeed in the world of work: by helping students develop basic language and mathematics skills and by helping students identify and clarify their personal attitudes about work. The remainder of the document presents and explains three learning activities to help adult students accomplish the following: clarify their attitudes toward work; solve problems relating to work; and develop practical plans for obtaining long-term, meaningful employment through a two-part process entailing envisioning their dream job and learning about specific careers. The following items are included for each activity: overview and rationale; list of skills developed in the activity; materials needed; steps educators should take to prepare for and conduct the activity; discussion questions; and student handout. (MN)

ED 461 024 CE 076 437

Valentine, Tom, Ed.; Sandlin, Jenny, Ed.
Helping Students Become Critical Television Viewers.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 97
NOTE- 10p.; For other "Beyond Basic Skills" issues, see CE 076 435-438. Published quarterly. Sponsored by the Georgia State Office of Adult Literacy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Advertising; Classroom Techniques; Information Literacy; *Integrated Curriculum; Learning Activities; *Literacy Education; Persuasive Discourse; Stereotypes; *Television
IDENTIFIERS- Georgia; *Television Literacy

This document, which was written for adult educators in Georgia, offers instructional plans and practical strategies for helping students in adult literacy, adult basic education, General Educational Development, and English-as-a-second-language programs become critical television viewers. The document begins with a discussion of why television literacy skills are especially important for the least educated groups of society. The remainder of the document presents and explains four learning activities to help adult students develop television

Development.
PUB DATE- 01
NOTE- 12p.; Paper presented at the European Society for Research on the Education of Adults (ESREA) Education Research Conference, "Wider Benefits of Learning: Understanding and Monitoring the Consequences of Adult Learning" (Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Citizenship; *Citizenship Education; Citizenship Responsibility; Community Action; *Community Development; *Democracy; Developed Nations; Foreign Countries; Human Relations; *Lifelong Learning; Policy Formation; Social Influences; *Social Integration
IDENTIFIERS- Great Britain

An analysis of community development in British state policy during the post-war period identifies these four discourses of citizenship implicit within successive phases of policy development: social democracy and the problem of the inactive citizen; structuralist critique and the problem of citizen action; marketization and the problem of citizen as customer; and democratic renewal and the challenge of active citizenship. Such changes in policy actively construct and reconstruct the discourses by means of which it is possible to talk about citizenship and what learning citizenship means, a process more sharply defined in the policy and literature of community development than adult education and lifelong learning. Lifelong learning must be seen as an agent that catalyzes through learning the link between active citizenship and social inclusion, an active political process often more clearly exposed in community development than in the discourse of lifelong learning. New Labor has been promoting democratic renewal. An issue is whether politicians and policymakers grasp the challenge of democratic renewal as a political process in which people in communities are regarded as critical allies and creative actors in the building of a new and inclusive kind of democracy. Community workers and adult educators can foster and sustain such an alliance and become key agents in catalyzing the vital connections among active citizenship, lifelong learning, and social inclusion. (Contains 41 references.) (YLB)

ED 461 042 CE 082 811

Stevens, Paul
Bottom Up Succession Planning Works Better.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Development; Career Education; *Career Planning; Change Strategies; Developed Nations; Employment Opportunities; *Employment Practices; Foreign Countries; Human Resources; *Management Development; Occupational Aspiration; *Occupational Mobility; Organizational Change; *Personnel Management; *Promotion (Occupational)
IDENTIFIERS- Australia; *Succession Planning

Most succession planning practices are based on the premise that school situation. The text incorporates the comments of students, teachers, administrators, and parents regarding school guidance at Ramsey Abbey School in England; the concerns of these groups formed the basis for the research and development in the school. Chapter 1 opens with a general discussion of counseling and guidance in the schools and it summarizes the main themes of the book. Chapter 2 contains a case study of the process of developing policy and practice in Ramsey Abbey School and includes a range of development activities that explore different parts of the process. Summaries of the interviews carried out in the case study are provided in chapter 3, with a focus on the opinions of students and teachers. Chapter 4 details the concerns expressed by students, teachers, administrators, and parents, as well as those issues related to development and research in schools. Some of these concerns include systems of referral, parents' rights, communication with students, legal policies, school rules, and official documentation. Includes a subject index and a name index. (RJM)

ED 461 059 CG 027 401

McClelland, Gary W.
Traditional Wisdom and Male Adolescent Development on Marathon Bicycle Rides.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Queensland Guidance and Counselling Association (9th, Brisbane, Queensland, Australia, September 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Adventure Education; *Bicycling; Experiential Learning; Foreign Countries; Group Activities; Interpersonal Relationship; Males; *Outdoor Education; Participative Decision Making; Performance; Secondary Education; Secondary School Students; *Self Actualization; Social History; Youth Programs
IDENTIFIERS- Australia (Queensland)

The challenge of the Australian lifestyle has historically led bushmen on journeys of arduous adventure which actively developed unfettered spirits and extraordinary endurance. These qualities have contributed to the development of the Australian psyche. As a way of passing on the qualities and values of Australian bushmen of years ago, an alternative education program began, in 1986, simulating these journeys by taking groups of youth on marathon bicycle rides across North Queensland, Australia. Since 1986, many rides have taken place, covering distances up to 1000 kilometers in periods ranging from 7 to 11 days. Participation in this ride, requiring teamwork, resourcefulness, and decision-making, is competitive. Boys that are chosen must complete a Keirsey Bates Temperament Profile; this becomes the personal management tool used to individualize nurturing and growth directions during the ride. Daily briefing and debriefing sessions are held, including discussions of mind-body management, cognitive conceptual frameworks, and wisdom understanding. At the end of the bike ride, each boy must write letters to every other boy in the group; each boy must also write a letter to himself reflecting on his own learning experiences and growth. Includes a schematic representation of adolescent-development marathon bike ride and adventure education. (Contains 47 References.)

Posttraumatic Stress Disorder
IDENTIFIERS- *Grief Counseling; *Loss

The Dougy Center has put together a guidebook for assisting children in dealing with the death of a family member. This book includes suggestions gathered over the years at the center from children on the various ways they coped with their grief. The suggestions are accompanied by children's own words and artwork to illustrate the example. Some suggestions include listen; hug with permission; remember playing is grieving; resist being overprotective; and do not force children to talk. A list of resources and age-appropriate literature is included. (JDM)

ED 461 081 CG 031 516

Hoff, Joan Schweizer; Schuurman, Donna L.; Spencer, Donald W.; White, Cynthia
Helping the Grieving Student: A Guide for Teachers.
PUB DATE- 98
NOTE- 55p.; Supported by Meyer Memorial Trust, Regence Blue Cross/Blue Shield, and Western Lithograph.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coping; *Death; Elementary School Students; Elementary Secondary Education; Emotional Problems; Family Relationship; *Grief; Helping Relationship; Posttraumatic Stress Disorder; Secondary School Students; *Teacher Role
IDENTIFIERS- *Grief Counseling; *Loss

This guidebook was written for school personnel who come in direct, daily contact with the grieving student. Included is a description of what staff should expect from the grief experience of students and staff. It provides information about how to support the grieving student, healthy ways to grieve, and how to be empathetic. A description is provided of the six basic concepts of grief. Common responses of students in relation to their academic, behavioral, emotional physical, and social development are also discussed. Special considerations or complications such as death from suicide, murder, AIDS, chronic illness, accidents, or trauma are reviewed. Age-appropriate classroom activities are listed that help students deal with grief. A recommended reading list is also offered for different ages. (JDM)

ED 461 082 CG 031 517

Schuurman, Donna L.; Hoff, Joan Schweizer; Spencer, Donald W.; White, Cynthia
Helping Children Cope with Death.
PUB DATE- 97
NOTE- 57p.; Supported by Meyer Memorial Trust and Western Lithograph.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Children; *Coping; Counseling; *Death; Depression (Psychology); Family Counseling; *Grief; Helping Relationship; Posttraumatic Stress Disorder
IDENTIFIERS- *Grief Counseling; *Loss

This guidebook was developed for those helping children and teens popular culture, especially superhero stories, in the unofficial peer social world and in the official school literary curriculum. In one sense, the book is about children "writing superheroes"--about children appropriating superhero stories in their fiction writing and dramatic play on the playground and in the classroom. The stories in the book offer children identities as powerful people who do battle against evil and win, but they also reveal limiting ideological assumptions about relations between people--boys and girls, adults and children, people of varied heritages, physical demeanors, and social classes. So that the book is also about children as "writing superheroes." After a preface and an introduction, chapters in the book are: (1) "Studying Children's Social and Textual Lives: Appropriated and Disputed Heroes"; (2) "Orientation: The Children, the Teacher, and the Shifting Social Ground"; (3) "The Ninjas, the Ladies, and the X-Men: Text as Ticket to Play"; (4) "The Blobs and the X-People: New Perspectives on Old Representations"; (5) "The 'Trials and Tribulations' of Emily and Other Media Misses: Text as Dialogic Medium"; (6) "The Coming of Venus Tina: Texts as Markers and Mediators of Tough-Talking Kids"; (7) "Transformed and Silenced Lovers: Texts as Sites of Revelation and Circumvention"; and (8) "The Negotiating Teachers: On Freeing the Children to Write." Contains approximately 200 references. Appendixes present tables; 26 summaries of movies, television shows, and video games; and a 15-item annotated list of figures from Greek myths. (RS)

ED 461 102 CS 215 938

English 30, Part A: Written Response. Grade 12 Diploma Examination, June 1997.
PUB DATE- 97
NOTE- 38p.; For Part B: Reading, see CS 215 939.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; English Instruction; *Grade 12; High Schools; Poetry; *Reader Response; *Reading Skills; Test Items; *Writing Evaluation; *Writing Skills
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Response to Literature

This booklet presents the Written Response part of the English 30 Grade 12 Diploma examination in Alberta, Canada. After instructions for students, the booklet presents the first part of the examination in which students respond to Thom Gunn's poem "Tamer and Hawk," which addresses the nature and effect of a ruling passion in an individual's life. The booklet then presents the second part of the examination in which students examine the diversity of ruling passions that influence people's lives and relationships based on the literature they have studied. The booklet provides students with suggested times for completing the examination and space for planning and drafting their responses. (RS)

ED 461 103 CS 215 939

English 30, Part B: Reading. Readings Booklet and Questions Booklet. Grade 12 Diploma Examination, June 1997.
PUB DATE- 97
NOTE- 58p.; For Part A: Written Response, see CS 215 938. Part B Questions Booklet (June 1997) is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Americans; Nonfiction; Poetry; Writing Instruction
IDENTIFIERS- *Cisneros (Sandra); *Response to Literature; Writing Models; Writing Prompts

This book, the third volume in the NCTE High School Literature Series, explores the joys of reading and teaching the stories and poems of noted Mexican American author Sandra Cisneros. Already a fixture in many high school English classes, her works resonate with the challenges and promises of living in a multicultural society, and they appeal to students of all backgrounds. The book provides biographical information, including an interview with Sandra Cisneros; activities to help students mine their own experiences as rich sources of personal writing, using both Cisneros's fiction and nonfiction as models; methods for weaving literary terminology into the experience of literature study; samples of critical essays suitable for sharing with students; and lists of further resources for teaching both Cisneros's works and literature in general. Teaching suggestions in the book have enough flexibility to allow individual teachers to adapt them to their specific classrooms and students. The book is divided into the following chapters: (1) Where Life and Art Intersect; (2) Writing from Models; (3) A Feast for the Senses; (4) Teaching Literary Terminology in Context; (5) The House That Everybody Knows; (6) Taking a Critical Stance; and (7) "Woman Hollering Creek" and More. (Contains 23 references.) (NKA)

ED 461 124   CS 217 796

Millard, Elaine
In the Steps of the Brontes: A Case Study of Three Children's Writing from Home to School at KS2.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the British Educational Research Association (University of Leeds, England, United Kingdom, September 13-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Case Studies; *Childrens Writing; Educational Research; Elementary Education; Foreign Countries; *Literacy
IDENTIFIERS- Book Production; Childrens Drawings; *Collaborative Writing; England; Meaning Construction; Writing Contexts

The three children who are the focus of this paper emerged from analysis of KS2 (Key Stage 2, ages 7 to 11 years) writing during the Kirklees Writing Project. This involved a group of six KS2 teachers bringing samples of students' work to evaluation meetings in which key factors of a particular genre were identified and differences in children's performances discussed. One of the genres discussed was autobiography, and the six participants had brought in a wide range of texts. The work of one group of students stood out from that of the rest. Instead of the usual photocopied pages of an exercise book with a few minimalist illustrations, one teacher had brought a colorful selection of handmade books, each with a decorative laminated cover, illustrating key themes from the fragments of the autobiographies which the students had assembled. These children, close friends, had created a small publishing company to produce regular editions of a graphic magazine. Of course these Kirklees' children's collaborative writing venture is out of the ordinary, but the urge to write collaboratively and in doing so create an imaginary world in itself is not. All three determine a shared vision for public education in Oregon. The report also offers specific recommendations for each of the three types of standards. (LMI)

ED 461 145 EA 028 418

Horner, Mary P., Comp.
Nevada's Children, 1996. Selected Educational and Social Statistics--Nevada and National.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Child Abuse; Child Health; Curriculum Design; Delinquency; *Educational Objectives; Elementary Secondary Education; Enrollment; Financial Support; National Norms; Poverty; *School Demography; School Personnel; *School Statistics; Social Problems; *State Norms; *Student Characteristics; Substance Abuse
IDENTIFIERS- *Nevada

This report presents selected 1996 educational and social statistics that provide information about the status of children in Nevada. State statistics are in some cases compared to national statistics. The first part presents facts about education in Nevada with regard to student characteristics, enrollment, racial and ethnic populations, high school graduates, student dropouts, early childhood development and kindergarten, class-size reduction, licensed school personnel, curriculum, and financial support. The second part contains related statistics on health and social issues, including children in poverty, child abuse and neglect, infant and child health care, youth injury and mortality, substance abuse, teen pregnancy, and juvenile delinquency. The final part lists the National Education Goals, the Nevada Education Goals, and Nevada's national rankings. A glossary is included. (Contains 59 references.) (LMI)

ED 461 146 EA 028 419

Purvis, Cheryl S.
Analysis of Nevada School Accountability System, School Year 1994-95.
PUB DATE- 97
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Annual Reports; Attendance; Elementary Secondary Education; Enrollment; Expenditure Per Student; Income; Parent Participation; *Performance; Public Schools; School Demography; *School Districts; *School Statistics; State Legislation; Tables (Data); Teacher Qualifications; Teacher Student Ratio

Nevada Revised Statute 385.347, the School Accountability Law, requires that Nevada's school districts provide information to the public about the performance of the state's individual public schools and districts. This report reviews accountability information from 372 Nevada schools for the 1994-95 school year. Data are provided on the following subjects: progress toward goals; enrollment; attendance and truancy rates; dropout rates for grades 9-12; incidents involving violence, weapons, or distribution of controlled substances;

leadership and district culture; (3) learner-centered human resources leadership and management; (4) learner-centered policy and governance; (5) learner-centered communications and community relations; (6) learner-centered organizational leadership and management; (7) learner-centered curriculum planning and development; and (8) learner-centered instructional leadership and management. For each of these, specific performance indicators are offered. New instructional strategies for classes preparing administrators include ones that actively involve students in the learning process, that eliminate student anonymity, and that personalize instruction. Inductive learning, problem-based learning strategies, collaborative research, clinical experiences, distance learning, and reflective seminars are new trends in instructional strategies. A standards-based superintendent program is offered in table format with course titles, standards addressed, and instructional strategies. Strategies for delivery and evaluation are delineated. The programs would utilize constructivist learning theory. Students would construct knowledge, as opposed to teachers imparting it. Another aspect of the program would be the importance of extensive and imaginative use of technology. (Contains 28 references.) (RKJ)

ED 461 166   EA 031 375

Stader, David L.
Student Searches, Urinalysis and Drug Dogs.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Weir Law Institute (Laramie, WY, August 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Drug Use Testing; Elementary Secondary Education; *Search and Seizure; *Student Rights
IDENTIFIERS- Horton v Goose Creek Independent School District; Vernonia School District 47J v Acton

A review of legal decisions provides thought-provoking considerations for administrators who want to deter drug use on campus. The United States Supreme Court has recognized that even a limited search of students is a substantial invasion of privacy, but also that school officials need to maintain school discipline. Guidelines for the reasonableness of a search, and its legality, consist of deciding whether the search was justified at inception, reasonably related to the objective, and not excessively intrusive in light of the infraction or the age and sex of the student. A public-school policy stating that lockers are the property of the school lessens expectation of privacy. Similarly, on school-sponsored trips students can be informed that rooms are subject to search. Strip searches for relatively minor offenses are difficult to defend. The establishment of a drug problem before drug testing is wise. Urinalysis drug testing, based on individualized suspicion or to lessen risk to athletes is more likely to pass constitutional muster, but not random suspicionless drug searches. "Vernonia School District v. Acton" has set precedents for drug testing of student groups. "Horton v. Goose Creek Independent School District" established that drug-dog sniff searches of lockers and cars did not constitute a search, but would for people. (Contains 22 references.) (RKJ) for the Malcolm Baldrige National Quality Award, a summary of education eligibility and restrictions, how to order copies of Baldrige Program materials, and fees for the 2002 Award Cycle. Contact information on the Baldrige National Quality Program and American Society for Quality is on the back cover. (RT)

ED 461 185   EC 304 173

Using Simulation Technology To Promote Social Competence of Handicapped Students. Brief Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Criticism; Curriculum Development; Emotional Disturbances; Grade 11; Grade 12; Help Seeking; High School Students; High Schools; *Interpersonal Competence; Interpersonal Relationship; *Job Skills; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; Program Development; Program Evaluation; Program Implementation; Role Playing; *Simulation; *Social Behavior; Work Attitudes

This federally-funded project developed computer-based simulations in the area of job-related social skills for youth, ages 16-21, who are handicapped and are in transition between school and work (i.e., high school juniors and seniors). This population included students with learning disabilities, mild retardation, and emotional disturbances. The job-related social skills curriculum which was developed, the SUCCESS program, focuses on two major skill areas: accepting criticism and asking for help. The program materials include three computer-based introductory lessons, 24 simulation lessons, lesson guides, worksheets to be used with the computer lessons, and role play materials. Development of the curriculum involved: analysis of critical employment situations and their social skills components, design and development of computer-based simulations to teach the social competencies, implementation and evaluation of simulation materials in school and work settings, and dissemination of results and products. A chronological description of project activities during 1985-1988 is presented. Information is also provided on products developed, evaluation procedures and data, and recommendations regarding curriculum implementation. (SW)

ED 461 186   EC 304 875

Sall, Nancy
Friendships of Children with Deaf-Blindness: Parent Perspectives and Experiences.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (TASH) (San Francisco, CA, November 30-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Deaf Blind; *Friendship; Interpersonal Relationship; *Parent Attitudes; *Peer Relationship; Social Integration; Social Networks; Surveys

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); *Augmentative and Alternative Communication; *Autism; *Communication Aids (for Disabled); Preschool Children; *Skill Development; *Speech Synthesizers; Teaching Methods

This report discusses the outcomes of a project that examined the acquisition and use of voice output communication aids in naturally occurring routines by four young children (ages 3-5) with autism. The effects of naturalistic teaching and the use of voice output communication aids (VOCAs) on communicative behaviors of the participants as well as the communicative interactions of the teacher and aids were also examined. Finally, an evaluation of the effects of naturalistic teaching and VOCA use on other alternative communicative behaviors of the young children (e.g., gestures, vocalizations, and words) was also conducted. Results demonstrated the efficacy of a naturalistic teaching strategy to teach VOCA communication skills to young children with autism. All participants demonstrated the skills to use the VOCA to request items and respond to questions from classroom staff during the natural routines of snack and play. The majority of the VOCA communication responses for all participants were not physically guided by staff. All participants also showed some increase in other communicative behaviors, such as gestures, words, or vocalizations, when they had access to the VOCA. Appendices include graphs showing the children's progress, a guide for VOCA use, and the contextual rating survey. (Contains 63 references.) (CR)

ED 461 204 EC 305 921

Divita, Therese, Ed.
Bringing a Complicated System into Harmony and Employer Partnerships in the School to Work Transition of Youth with Disabilities.
SPONS. AGENCY- Department of Labor, Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 30p.; The National Transition Alliance for Youth with Disabilities no longer exists. Theme issues. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Consortia; *Cooperative Programs; *Disabilities; *Education Work Relationship; Educational Practices; Federal Legislation; Individualized Programs; Long Range Planning; Models; Partnerships in Education; Program Development; Program Effectiveness; School Business Relationship; Secondary Education; State Programs; Student Participation; *Transitional Programs
IDENTIFIERS- Colorado; *School to Work Opportunities Act 1994; Vermont

These two newsletter issues of the National Transition Alliance (NTA) for Youth with Disabilities present articles concerning the transition of youth with disabilities from school-to-work (STW) and related informational items. The first issue contains the following articles: "Bringing a Complicated System into Harmony" (focus on the School to Work Opportunities Act); "Knowledge, Production, and Synthesis" (a discussion of the

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Decision Making; *Disabilities; Health Maintenance Organizations; *Home Programs; Individual Power; *Long Term Care; Money Management; *Personal Autonomy; *Self Advocacy; *Self Determination; Social Services

This guide discusses participant-driven managed support in which people with disabilities and their families steer their own futures by having more control over the money used to provide long-term supports. After an introductory chapter, chapter 2, "What Is Managed Care," describes managed care, traditional managed care players, and the 10 tools of managed care (eligible population, capitation, risk, care criteria, the flow of money, network management, utilization reviews, care coordination/gatekeeping, service substitution, and quality assurance). Chapter 3, "What Do We Want," discusses the deinstitutionalization of people with disabilities and the move by current services and programs to embrace participant-driven approaches. Chapter 4, "The Way To Go--Participant Driven," highlights participant-driven supports such as: (1) a valid cost containment strategy; (2) allowing consumers to make choices; and (3) giving individuals with developmental disabilities the opportunity to increase control over their lives. The ways in which participant-driven managed supports work at the system level and at the individual level are described. Concerns relating to participant-driven programs are also addressed. The final chapter lists the essential elements of future support systems, including vision, self-determination, flexible services, personal advocates/brokers and business agents, partnerships, unified funding, outcome focus, and cost containment. A glossary of relevant terms is attached. (CR)

ED 461 224   EC 306 494

Lobb, Nancy
Steps to Independent Living Series.
PUB DATE- 95
NOTE- 373p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adults; Alcohol Abuse; *Daily Living Skills; *Disabilities; Drug Use; Health Education; Health Promotion; Home Management; *Independent Living; *Physical Fitness; Secondary Education; *Self Care Skills; *Self Management; Sexuality; Teaching Guides

This set of six activity books and a teacher's guide is designed to help students from eighth grade to adulthood with special needs to learn independent living skills. The activity books have a reading level of 2.5 and address: (1) "How to Get Well When You're Sick or Hurt," including how to take a temperature, see a doctor, and use medicines wisely; (2) "How to Use Money Wisely", including banking and being a wise consumer; (3) "How to Take Care of a Home", including making a home safe, keeping a home clean, and keeping washable goods clean; (4) "How to Stay Healthy, including good grooming habits, personal hygiene, good nutrition for good health, and keeping fit; (5) "How to Look Out for YOurself", including self-management skills, keeping emotionally healthy, keeping personally safe, and making healthy decisions about alcohol, drugs, tobacco, and

Opinion; *Transitional Programs
IDENTIFIERS- *Gallaudet University DC

This paper describes the development and implementation of the public input process at Gallaudet University's Laurent Clerc National Deaf Education Center. It shows how the public input process was applied to one of the Clerc Center's priority areas, the transition from school to postsecondary education and employment. Part 1 of the paper describes the processes for eliciting public input to identify critical needs including meetings of representatives of various constituencies, ongoing analysis of questions frequently asked of teachers and staff, and in-depth interviews. Part 2 looks at the public input process as it was applied to the transition priority area, with results of this process presented in Part 3. These results indicate that transition programming should start early and be comprehensive and should include work-based learning, goal setting skills, self-advocacy skills, involvement of parents and family, and literacy development. The results also support the need to provide specialized training to professionals doing transition programming for deaf students in mainstream settings, to provide deaf role models, and to provide better transition planning within the Individualized Education Program. Part 4 describes the process of establishing national mission projects and how the public input process is sustained throughout the review and selection phases. (Contains 23 references.) (DB)

ED 461 243 EC 308 793

Wolfe, Vicki L.
A Look at Rural Families Weighing Educational Options: Identifying the Factors That Influence Parents as They Make Educational Placement Decisions for Their Children Who Are Deaf. Sharing Results.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; *Deafness; *Decision Making; Elementary Secondary Education; Information Sources; Longitudinal Studies; *Parent Attitudes; Parent School Relationship; Qualitative Research; *Rural Education; *Special Education; *Student Placement; Transitional Programs

This paper reports on a study of the factors influencing the educational placement choices of 25 rural parents of children who are deaf. Specifically, the study: (1) traced the placement decisions from the time their child's hearing loss was first documented to the transition periods into elementary and middle school; (2) identified the resources that parents utilized in making these decisions; and (3) explored the various parenting styles that emerged as families made educational choices. Questionnaires and parent interviews were utilized in rural areas of Georgia, Kentucky, Louisiana, North Carolina and Tennessee. Section 1 documents parent responses and summarizes the study results concerning the initial "shock" of the diagnosis; resources parents used; issues in the transition into elementary school; issues in the transition into middle school; styles of parenting; and advice to other parents. Section 2 offers conclusions and samples of parent comments, while Section 3 offers background information on educational placement options, federal legislation, and rural special education. Finally, Section 4 provides more details about the

Thain, John W.
Improving the Measurement of Language Aptitude: The Potential Contribution of L1 Measures.
PUB DATE- 94
NOTE- 39p.; In: Language Aptitude Invitational Symposium Program Proceedings (Arlington, VA, September 25-27, 1994); see FL 024 538.
LANGUAGE- Englisn
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Anxiety; English; Federal Programs; Grammar; *Language Acquisition; *Language Aptitude; Language Research; Language Tests; Learning Strategies; Listening Comprehension; Measurement Techniques; *Predictor Variables; Second Language Learning; Second Language Programs; *Second Languages; Stress Variables; Student Characteristics; Student Motivation; *Test Construction; Test Use; *Testing
IDENTIFIERS- *Defense Language Aptitude Battery; *Defense Language Institute CA; Noncognitive Attributes

Two studies at the Defense Language Institute (California) investigated the contribution of several variables to prediction of post-language-training proficiency: (1) scores on a general vocational aptitude battery and a language aptitude battery, both used to screen potential students; (2) scores on other cognitive measures not used in the screening process; and (3) scores and ratings on measures of student motivation, anxiety, and use of learning strategies. Two additional studies continued the effort to add certain types of native language competency measures to the Defense Language Aptitude Battery used for student selection. One competency measure considered was listening assessment, particularly as it accounted for two factors affecting the difficulty of listening tasks: the extent to which the examinee had the opportunity to rehearse the initial stimulus or recode it for later use; and the extent to which the examinee had a pre-existing mental set enabling application of an appropriate schema to select and organize the stimulus input as needed to perform the testing task. The second native language competency measure considered was grammar testing, particularly speeded grammar tests in which the task is to identify grammatical errors in sentences. Findings and implications for language aptitude test battery development are discussed. (Contains 113 references.) (MSE)

ED 461 264 FL 024 544

MacWhinney, Brian
Psycholinguistic Issues in the Assessment of the Sub-Components of Language Abilities.
SPONS. AGENCY- Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- 94
NOTE- 24p.; In: Language Aptitude Invitational Symposium Program Proceedings (Arlington, VA, September 25-27, 1994); see FL 024 538. Supported by a PRC contract.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Difficulty Level; English; *Individual Differences; *Language Aptitude; Language Research; Language Tests; Language Usage;

environment, transportation, and safety and security. A summary chart of domains, competencies, and related vocabulary, grammar, and language functions for the lessons is included. (MSE)

ED 461 286 FL 026 963

Garcia, Bernabe Lopez; Molina, Laura Mijares
Moroccan Children and Arabic in Spanish Schools.
PUB DATE- 01
NOTE- 16p.; In: The Other Languages of Europe: Demographic, Sociolinguistic and Educational Perspectives; see ED 453 678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Arabic; Bilingual Education; Cultural Awareness; *Culturally Relevant Education; Diversity (Student); Elementary Education; Foreign Countries; Immigrants; *Language of Instruction; Minority Group Children; Official Languages; Uncommonly Taught Languages
IDENTIFIERS- *Moroccans; *Spain

This paper discusses classical Arabic as a minority language for Moroccan children in Spanish schools. It highlights programs of "education des langues et cultures d'origine" (ELCO), which specifically target these students. ELCO is the only public program in Spain recognizing Arabic as an immigrant minority language. Intercultural educational perspectives for Moroccans have been realized through the ELCO Moroccan program, an elementary-level effort run by the Spanish and Moroccan governments. It works to teach the Arabic language and Moroccan culture and improve immigrant students' school integration (enhancing self-esteem and reducing ethnic prejudice and ethnocentric behavior). ELCO for Moroccan immigrants is limited in Spain, and there are some drawbacks. For example, ELCO teaches classical Arabic, which is not the mother tongue for some Moroccan students. Though the official language of Morocco is classical Arabic, other languages are very important (different Moroccan Arabic and Berber dialects, French, and Spanish). Also, Moroccan culture is being defined by the governing organizations and may not be accurate for all students. Therefore, ELCO may not be addressing all Moroccan immigrant students' cultural and linguistic needs, and it may perpetuate the low status of Moroccan Arabic and Berber languages within Spanish schools. (Contains 18 references.) (SM)

ED 461 287 FL 027 117

Huang, Shenghui Cindy
Effects of Language Learning Strategy Training on English Learning.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Apprehension; *English (Second Language); Foreign Countries; Higher Education; Language Proficiency; *Learning Strategies; *Second Language Learning; Student Attitudes; Student Motivation
IDENTIFIERS- Taiwan

This study evaluated a semester-long English learning strategy training course in terms of its impact on students' learning achievement, attitudes, anxiety, and proficiency. Participants were 47 Taiwanese college students who were randomly assigned

ED 461 307 FL 801 499

Professional Development and Adult English Language Instruction.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Learning; *English (Second Language); *Faculty Development; Inservice Teacher Education; *Literacy Education; *Professional Development; Second Language Instruction; Teacher Competencies; Teacher Improvement

The demand for English-as-a-Second-Language (ESL) classes and for qualified teachers has greatly increased in recent years. Professional development for teachers of adult ESL learners is crucial. Despite their numbers, adult ESL programs, learners, and teachers remain somewhat marginal in adult education policy and structure, and some believe that the field itself has a low status. Many adult ESL teachers work under less than optimal teaching conditions. They come to the field with varied backgrounds. There is a high turnover rate. A wide range of instructional contexts and content focuses make uniform professional development challenging. There are limited opportunities and funding for professional development for teachers of adult ESL learners. Effective staff development practices should do the following: be ongoing, extensive, and based in solid theory; involve teachers in the planning, implementation, and evaluation of training efforts; provide opportunities for teachers to try new skills on the job and engage teachers in feedback and followup activities; and include time for inquiry, reflection, and collaboration. Recent professional development efforts that show promise include: using technology-based approaches, fostering reflective practice, promoting professional communities, and focusing on professional development within other national efforts. Resources are listed. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 461 308 HE 030 067

Reynolds, Katherine C.
Postsecondary Education in Cohort Groups: Does Familiarity Breed Learning?
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; College Students; Higher Education; Nontraditional Students; Outcomes of Education; *Program Effectiveness; Program Evaluation; *Student Needs
IDENTIFIERS- *Cohort Instructional Programs

Cohort groups in higher education have been established in response to the demographic shifts that have occurred with greater proportions of adult students and students who work off-campus. Cohort groups are defined as a group of students who begin coursework in a degree or certificate program together alcohol problems. It was also found that the school had significantly low levels of substance abuse among students and employees, which merited formal attention. Tables summarize answers to survey questions and present data for the variables used in the path analysis model. Also appended is the employee awareness survey questionnaire. (CH)

ED 461 327 HE 032 118

Forster, Fred, Ed.; Hounsell, Dai, Ed.; Thompson, Sheila, Ed.
Tutoring and Demonstrating: A Handbook.
PUB DATE- 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; College Faculty; *Demonstrations (Educational); *Faculty Development; Foreign Countries; Higher Education; Instructional Improvement; Part Time Faculty; Staff Development; Teaching Methods; *Tutorial Programs
IDENTIFIERS- United Kingdom

This handbook, primarily for new part-time teaching staff at colleges and universities in the United Kingdom, focuses on tutoring and demonstrating teaching skills. Following an introductory chapter, six additional chapters provide an orientation to tutoring and demonstrating. Chapter 2 presents an overview of the roles and responsibilities of new staff. Chapter 3 outlines preparation for tutorial classes in the arts and social sciences. Chapter 4 focuses on tutoring of problem-solving classes in mathematics and the sciences. Chapter 5 reviews demonstrating practices in science laboratory and field classes. Chapter 6 reviews the tutor's role in relation to coursework essays and grading written work. Chapter 7 examines the tutor's role in guidance and support. Chapter 8 is a bridging chapter, which reviews key research findings on student learning. The next four chapters address ways in which part-time staff can enhance effectiveness. Chapter 9 focuses on the value of working with a mentor and sharing ideas with other tutors and demonstrators. Chapter 10 suggests methods for getting feedback on one's teaching and for analyzing and applying the results. Chapter 11 argues for the adoption of a reflective approach to practice. Chapter 12 is a compendium of sources of information. (Many chapters contain references.) (DB)

ED 461 328 HE 032 119

Forster, Fred, Comp.; Thompson, Sheila, Comp.
Preparation and Support for Part-Time Teachers in Higher Education: Case Studies of Departmental Practice.
PUB DATE- 97
NOTE- 104p.; "With contributions from Shirley Earl, Kate Morss, and David Nicol."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Faculty; Educational Practices; *Faculty Development; Foreign Countries; Higher Education; *Part Time Faculty; Staff Development; Standards
IDENTIFIERS- *Scotland; University of Edinburgh (Scotland);

two major trends: the growth of technology and distance education in the college and university setting, and the demographic shift toward a predominantly female population of non-traditional-age college students. The report focuses on understanding why women pursue online education, what constraints they may face in doing so, and how they perceive online culture, social identity, and communications. Following an introduction, the report's sections are: (1) "Why Women Go Online: Educational Plans, Preferences, and Aspirations"; (2) "The Digital Divide: Gaps and Bridges"; (3) "Look Who's Talking: Gender Identity and Culture Online"; and (5) "Conclusions and Recommendations." Appendices discuss the methodology and researcher. (Contains approximately 120 references.) (EV)

ED 461 349 HE 034 630

Brocato, Phil
Academic Workshops: A Plan To Help Students Experiencing Academic Probation and Disqualification.
PUB DATE- 00
NOTE- 5p.; Contains very light print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Academic Probation; College Students; Higher Education; Program Effectiveness; Workshops

This mini-study evaluated efforts by the School of Health and Human Services Advisement Center at California State University, Los Angeles to reach and support students on probation or were disqualified. Workshops were held to educate students on campus policies and procedures, time and stress management skills, and factors that either contribute to or impede academic progress. A survey of participants (83 percent of those contacted) clearly demonstrated the desire of such students to receive help and the benefits of the workshops. (EV)

ED 461 350 HE 034 631

Staller, Karen M.
Acknowledged Development: Transition to Academic Social Work.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Quality Interest Group (QUIG) Conference on Qualitative Research in Education (13th, Athens, GA, January 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Doctoral Dissertations; *Doctoral Programs; *Educational Change; Higher Education; Student Development; Technology

This study examined acknowledgment pages from 441 dissertations in a prominent school of social work to identify transformations in personal, professional, and sociopolitical aspects of professional doctoral education. Explored reflections on the transition from student to scholar, the structure and nature of mentoring roles, and the influence of shifts in substantive emphases since the program's inception in 1950. Findings support knowledge about the complex processes of career transitions and professional knowledge development. (Contains 63 references.) (EV)

ED 461 351 HE 034 632

Jackson); (3) "Managing Complexity in a Transforming Environment" (Vicki N. Suter); (4) "Transforming Traditional Faculty Roles" (William H. Graves); (5) "The Holy Grail: Developing Scalable and Sustainable Support Solutions" (Joel L. Hartman and Barbara Truman-Davis); (6) "Designing and Delivering Instructional Technology: A Team Approach" (Gerard L. Hanley); (7) "Responding to Intellectual Property and Legal Issues" (James L. Hilton and James G. Neal); (8) "Form Follows Function: Establishing the Necessary Infrastructure" (Bret L. Ingerman); and (9) "Assessing Conditions for Campus Transformation" (Carole A. Barone and Paul R. Hagner). (Contains an index.) (MES)

ED 461 370   IR 020 996

Farmer, Lesley S. J.
Teaming with Opportunity: Media Programs, Community Constituencies, and Technology.
PUB DATE- 01
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Group Dynamics; Higher Education; Information Literacy; Information Technology; Leadership; *Learning Resources Centers; Library Role; *Library Services; *Partnerships in Education; *School Libraries; *Teamwork
IDENTIFIERS- Learning Communities; Technology Role; Technology Utilization

This book is intended to help library media teachers understand the nature of partnerships at both individual and group levels. It details the steps for developing and maintaining partnerships, particularly with groups and demonstrates how technology can affect these educational collaborative efforts. The chapters cover the following topics: (1) the learning community, including the importance of information literacy and the role of the library media teacher; (2) library media programs, including standards, principles, and setting the stage for partnerships; (3) leadership and the library media teacher; (4) technology as a means and an end, including how technology tools help partnerships; (5) the nature of groups, including organizational behavior, group dynamics, the impact of technology, dynamics between groups, life cycles, power, and groups as partners; (6) building group partnerships, including the environmental scan, getting group support, and planning; (7) teaming with school members, including teachers, support staff, administrators, paraprofessional staff, the school board, and students; (8) teaming with families, including levels of involvement, factors in parent partnerships, technology's role, and the virtual volunteer; (9) teaming with institutes of higher learning (IHEs), including how IHEs work, teaching in community, professional development, and research partnerships; (10) teaming with libraries, including building on strengths, traditional partnerships, service through technology, and advocacy; (11) teaming with community agencies, including the role of the individual, what communities are made of, the role of government, the role of mass media, building a sense of community, and measuring the impact; (12) teaming with professional organizations, including what makes them work;

PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Availuble from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Children; Classification; *Creative Activities; Dewey Decimal Classification; Information Literacy; *Information Seeking; Internet; Learning Activities; *Library Instruction; *Public Libraries
IDENTIFIERS- Library Computer Systems

There are three library "treasure hunts" in "My Very Own Treasure Hunt," written to follow "A Treasure Hunt in My Library," a story book and videotape. In this 12-page booklet of activities, students will learn how to use the typical library computer, the Dewey Decimal Classification System and the ins and outs of Internet Access. The book is made for all ability levels, each level represented by a different fruit symbol. Parent participation is recommended. "A Treasure Hunt in My Library" is a 39-page illustrates story book about two children who are guided on a treasure hunt to discover the delights and possibilities that surround them in the library. It is designed to make children feel comfortable at their public library. The story book follows the same format as the accompanying booklet, covering similar content in greater depth. (AEF)

ED 461 390 JC 020 096

Anderson, Spencer
Emerging Issues and Critical Trends Affecting Fund Raising by Community Colleges.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Financial Support; *Fund Raising; Job Training; Marketing; Partnerships in Education; School Business Relationship; *State Federal Aid; Two Year Colleges

This paper discusses fund raising in America's community colleges. During 1997, approximately 1,755 two-year colleges in the United States enrolled more than 5.4 million first-time college freshmen, or 46% of the total students in higher education. However, these colleges received only five percent of the private financial support given to American higher education during the 1999-2000 school year. This paper purports the conclusion that community colleges fall behind in their fund-raising efforts because of: (1) image and identity problems; (2) lack of constituencies and connections; and (3) unsophisticated fund-raising programs. However, many successful fund-raising strategies can be employed by these two-year institutions, two of which include: (1) creating a foundation that is approved under Section 501 (a) (3) of the Internal Revenue Code, as a recipient of tax-deductible contributions; and (2) developing corporate partnerships and providing jobs skills training to personnel. In addition, this paper presents more general recommendations: (1) community colleges must overcome the misconception that they are adequately funded by state and county governments; (2) foundations should initiate planned giving programs to attract private donations from the wealthy elderly--bequests in wills and life estates should be pursued; and (3) colleges should solicit alumni with new and

ED 461 410 PS 023 611

Sponder, Barry
Twenty Golden Opportunities To Enhance Student Learning: Use Them or Lose Them.
PUB DATE- 93
NOTE- 9p.; In: "Teaching and Learning" (Singapore) v15 n2 pp18-24.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Feedback; Instructional Design; *Instructional Improvement; Teacher Behavior; *Teacher Response; *Teacher Student Relationship; Teaching Methods

In an average classroom period, a teacher has twenty or more opportunities to interact with students and thereby influence learning outcomes. As such, teachers should use these opportunities to reinforce instruction or give positive corrective feedback. Typical methods used in schools emphasize error correction at the expense of calling attention to the information students have already mastered. Instead, teachers should acknowledge what students already know, build upon it, and then reteach poorly understood material by guiding the student through an analysis of mistakes. Teachers often dismiss a student's incorrect response because they are concentrating what to say next. Teachers then lose a valuable opportunity to interact with students. A good way to avoid this may be for the teacher to plan beforehand some responses to students. Examples of responses which can be used when a correct answer is given include: "Good"; "Thank you"; "Yes, that's it"; "Keep working on it"; "You are getting much better"; "I knew you could do it"; and "Terrific." An example of a response which can be used when an incorrect answer is given is: "Let's look at this...Nice work with this first part, now let's start from here." (JW)

ED 461 411 PS 023 612

Sponder, Barry
Reformulating Useless Questions for Classroom Instructions.
PUB DATE- 88
NOTE- 10p.; In: "Teaching and Learning" (Singapore) v13 n2 pp41-49.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Classroom Techniques; Comprehension; *Educational Objectives; Elementary Secondary Education; *Instructional Effectiveness; *Questioning Techniques; *Student Reaction; *Teacher Behavior

Especially when engaging students in activities on Bloom's taxonomy of educational objectives, teachers frequently ask questions that, from an educational standpoint, are useless. The most useless of these questions is, "Do you understand?" because comprehension is not a binary process. Understanding has many phases and levels, and a "yes" or "no" response does little to identify areas of possible confusion. Teachers sometimes ask useless questions because they have only a cursory understanding of the subjects they are teaching. It is important for teachers to ascertain student comprehension. Appropriate ways to do this are to have students: (1) summarize

"Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 429 PS 030 157

Curriculum Handbook for Parents, 2001-2002: Grade 3.
PUB DATE- 01
NOTE- 36p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 3 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 3 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 430 PS 030 158

Curriculum Handbook for Parents, 2001-2002: Grade 4.
PUB DATE- 01
NOTE- 36p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

messages that the nation, with few exceptions, has failed to heed. Sections detail findings and recommendations related to students; parents and families; teachers; schools; school district, state, and federal policymakers; community-based organizations, business, and the larger community; and researchers. Appendices overview the project; and list persons and organizations providing testimony, sites visited, and programs reviewed in commissioned papers. (Contains 140 references.) (SV)

ED 461 448   RC 021 375

Improving Opportunities: Strategies from the Secretary of Education for Hispanic and Limited English Proficient Students. A Response to the Hispanic Dropout Project.
PUB DATE- 98
NOTE- 29p.; For the Hispanic Dropout Project's final report, see RC 021 374.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Dropout Prevention; Educational Assessment; Educational Objectives; *Educational Policy; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; *Hispanic American Students; Improvement Programs; Information Dissemination; *Limited English Speaking; Postsecondary Education; Teacher Education; Teacher Shortage
IDENTIFIERS- *Department of Education

In pursuing the priority of offering all students an equitable and excellent education, the Clinton administration has focused the nation on an urgent imperative: High standards for all students must be set and achieved. This imperative presents a difficult challenge and an enormous opportunity for chronically disadvantaged students, particularly Hispanic students and limited-English-proficient (LEP) students. The strategies in this booklet aim at meeting the unique educational needs of Hispanic and LEP students in the context of high standards and achievement and respond to recommendations proposed by the President's Advisory Commission on Educational Excellence for Hispanic Americans, the Hispanic Dropout Project, and the Congressional Hispanic Caucus. Following an overview of the educational status of Hispanic and LEP learners, the booklet sets out a plan for educational improvement structured around five goals: (1) maintain and refine programs that boost Hispanic and LEP students' achievement and lower the Hispanic dropout rate; (2) ensure a program of ongoing, empirical data collection and research targeting Hispanic and LEP students' educational needs; (3) build the capacity of teaching professionals; (4) support efforts to increase the Hispanic community's access to higher education and lifelong learning; and (5) create accountability systems to monitor the progress of Hispanic and LEP students. With each goal is an outline of the Department's current improvement efforts and their direct impacts, followed by new initiatives and their projected impacts. A final section lists outreach activities related to the five goals. (SV)

ED 461 449   RC 021 431

Stuart, Jesse
To Teach, To Love.
PUB DATE- 87
NOTE- 336p.; Introduction by J. R. LeMaster.
LANGUAGE- English

survey. (TD)

ED 461 465 RC 023 344

Aboriginal Healing Foundation Annual Report, 2001.
PUB DATE- 01
NOTE- 58p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Annual Reports; *Boarding Schools; *Canada Natives; Child Abuse; Community Services; Federal Indian Relationship; Foreign Countries; *Grants; Holistic Approach; *Human Services; Mental Health; Metis (People); Nonprofit Organizations; Sexual Abuse; Social Action; *Social Science Research
IDENTIFIERS- Canada; *Child Abuse Survivors; *Healing; Long Term Effects

The Aboriginal Healing Foundation (AHF) is a nonprofit organization established in 1998 with funding from the Canadian Government. Its mission is to support Aboriginal people in building sustainable healing processes that address the legacy of physical and sexual abuse in the residential school system, including intergenerational impacts. AHF provides funds for healing projects and promotes knowledge about the issues and the need for healing. To be funded, projects must show how they address the healing needs of Aboriginal people affected by physical and sexual abuse in residential schools; have support from other community services; show accountability to survivors of the residential school system, the community, and the target group; and be consistent with Canada's charter of rights and freedoms. As of May 2001, 463 projects had been approved, 161 had been conditionally approved, and over 300 were being processed. In fiscal year 2001-2002, 17 research studies will be completed. Research is planned in such areas as intergenerational impacts of residential schools, impacts of residential schools on Inuit and Metis peoples, sexual offenses and anger management, Aboriginal domestic violence, Aboriginal foster care and adoption, and best healing practices drawn from AHF-funded projects. Functions, objectives, and strategies are described for the board of directors, executive director, and the communications, finance, programs, and research departments. Board members are listed, and financial statements, a project funding map, and a schedule of project commitments and expenditures are presented. (TD)

ED 461 466 RC 023 350

Henness, Steven A.
K-12 Service-Learning: A Strategy for Rural Community Renewal and Revitalization.
PUB DATE- 01
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Development; Community Involvement; Educational Cooperation; *Educational Strategies; Elementary Secondary Education; Human Capital; Outcomes of Education; Rural Areas; *Rural Education; *School Community Relationship; *Service Learning; Social Capital
IDENTIFIERS- United States (Midwest)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Calculators; Curriculum Guides; Data Analysis; Data Collection; High Schools; Interdisciplinary Approach; *Mathematical Concepts; Mathematics; *Mathematics Curriculum; *Mathematics Skills; Measurement; Problem Solving; Teaching Guides; *Tech Prep; Technical Education; *Units of Study
IDENTIFIERS- Gary Public Schools IN; Merrillville Community School Corporation IN

Promoting ACademic Excellence in Mathematics and Science for Workers of the 21st Century (PACE) was a consortium project made up of Indiana University Northwest, the Gary Community Schools, and the Merrillville Community Schools. The focus of this project was to prepare teachers and curricula for Tech Prep mathematics and science courses for the two school districts. The courses and course units prepared by the project are intended to promote the Core 40 Competencies of the Indiana Department of Education for High School courses. This document contains units for Algebra One designed to enable students to select and implement appropriate problem solving methods; collect, analyze, synthesize, and report data; form and test hypotheses; and exhibit the ability to appropriately estimate in all of the above situations. In the units students use graphing calculators and other technologies to develop an understanding of functions and relations. Workplace applications and connections to other courses are integrated throughout the units to further facilitate an understanding of how these functions and relations connect to the world of work. Units include: (1) Measurement; (2) Rational Numbers with Integers; (3) Algebra in a Plane; (4) Solving Equations; (5) Solving Inequalities; (6) Polynomials; (7) Algebraic Fractions; (8) Ratios, Proportions, and Percents; (9) Solving Linear Systems; (10) Radical Expressions; and (11) Statistics, Linear, and Non-Linear Functions. (JRH)

ED 461 485 SE 060 435

McDowell, Ceasar L.; Reisner, Marc; Bonk, Laura; Wisehart, Bob
Cadillac Desert: Water and the Transformation of Nature. A Discussion and Viewer's Guide to the PBS Series.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 21p.; Guide produced by the Civil Rights Project, Inc., Boston, MA. "Cadillac Desert" television series produced by Trans Pacific Television and KTEH/San Jose Public Television and presented in association with KCET/Los Angeles. Accompanying videotape(s) not available from ERIC. Also supported by the Bullitt Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Concept); Elementary Secondary Education; Environmental Education; *Learning Activities; Natural Resources; Teaching Guides; *Water

Cadillac Desert is a four-part Public Broadcasting Service (PBS) video series on the remaking of America's West through startling feats of engineering and the consequences that this manipulation of water and nature has wrought. This guide is meant to serve as a resource for discussing the issues raised in the series. The first part of the guide presents a thematic overview of each of the four shows. The first three programs are based on Marc Reisner's groundbreaking book "Cadillac

Crime"; "Myths and Facts about Gun Control and Crime"; "Students Speak Out on Crime"; "Immigrants under Attack: Is New Legislation Punishing Immigrants Unjustly?"; "The Rights and Responsibilities of Citizenship"; and "Myths and Facts about Immigration." (YLB)

ED 461 006 CE 073 303

Reuys, Steve
Welfare's Retreat from Education: Exploring the Impact of Massachusetts Welfare Reform on Adult Basic Education.
PUB DATE- 97
NOTE- 6p.; This article was first published in "All Write New," January 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Students; Compliance (Legal); Educational Attitudes; Educational Environment; Literacy Education; Program Implementation; *Public Policy; *State Legislation; State Programs; *Welfare Recipients; *Welfare Reform; *Welfare Services; Work Attitudes
IDENTIFIERS- *Massachusetts

Conversations with seven Boston-area adult basic education (ABE) program coordinators revealed the severe adverse effects of Massachusetts' new restrictive welfare reform law on literacy education programs for the poor. The new law limits cash assistance to 2 years for most welfare recipients and requires most recipients whose youngest child is school age to do at least 20 hours per week of paid or unpaid (community service) work. As a result, the number of welfare recipients attending adult basic education programs has fallen in recent months. Education is no longer encouraged--and is often actively discouraged--for recipients of public assistance. The number of classes and slots at ABE programs funded by the state welfare department to provide educational services to clients has fallen. Child-care problems, paperwork problems, lack of uniformity in applying the provisions of the law, and absence of coordination among various social service systems contribute to push students out of education programs and into low-wage jobs. The new law has severely damaged ABE programs by loss of students and loss of funding. (KC)

ED 461 007 CE 073 327

Hazardous Materials Management Skill Standard. Final Project Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 651p.; For related documents on hazardous materials management, see ED 398 390 and ED 403 445.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemical Technicians; Educational Development; Educational Research; Environmental Education; Environmental Standards; *Environmental Technicians; *Hazardous Materials; *Job Skills; Occupational Safety and Health; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Standards; Surveys; Teaching Guides; Technical Education; *Waste Disposal; *Wastes

literacy skills. In the first activity, students examine their own viewing habits and reasons for watching television. The second activity is designed to help students understand how television newscasts select the stories they cover, and the third activity explains the psychological manipulation of commercials. In the fourth activity, students learn how television creates stereotypes and how those stereotypes affect people's thinking. Some or all of the following items are included for each activity: overview and rationale; list of skills developed in the activity; materials needed; steps educators should take to prepare for and conduct the activity; discussion questions; and student handout. (MN)

ED 461 025 CE 076 438

Valentine, Tom, Ed.; Sandlin, Jenny, Ed.
Helping Students Live Longer and Healthier Lives.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 97
NOTE- 10p.; For other "Beyond Basic Skills" issues, see CE 076 435-437. Published quarterly. Sponsored by the Georgia State Office of Adult Literacy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Classroom Techniques; *Health Education; *Health Promotion; Information Seeking; Information Sources; Information Utilization; *Integrated Curriculum; Learning Activities; *Literacy Education; Problem Solving; Statistics; Teacher Role; Well Being
IDENTIFIERS- Georgia

This document, which was written for adult educators in Georgia, offers instructional plans and practical strategies for helping students in adult literacy, adult basic education (ABE), General Educational Development, and English-as-a-second-language (ESL) programs live longer and healthier lives. The document begins with a discussion of why basic health information and health promotion activities are especially important for ABE and ESL students. The remainder of the document presents and explains three learning activities to help adult students improve their health and maintain a healthy lifestyle. The first activity teaches students to examine and understand health statistics, including statistics presented in the form of bar graphs and a pie chart. In the second activity, students learn to solve common health problems by reading case studies and using a group problem-solving approach to solve the problems posed by each case study. The third activity, which is conducted over several class periods, requires that students conduct outside research work to obtain information about how to live longer. The following items are included for each activity: overview and rationale; list of skills developed in the activity; materials needed; steps educators should take to prepare for and conduct the activity; discussion questions; and student handout. (MN)

ED 461 026 CE 076 504

Scholl, Jan F., Comp.
Resources and References for Family and Consumer Science Teachers, January 1998 to April 1998 and References for

ambitious people have and want only one career direction--upwardly mobile. However, employees have 10 career direction options at any stage of their working lives. A minority want the career action requiring promotion. Employers with a comprehensive career planning support program know this. Knowing the direction in which a good performing employee is inclined is critical to achieving succession planning as a workable human resource practice. By stimulating employees to submit short- and long-term goals in Career Action Step Proposals, management has a better idea of who wants what. Career self-resilience education ensures that employees assemble data about themselves and can learn career management skills through workshops, print resources or software. Once they increase their employability confidence and personal career management expertise, they are less apprehensive about future organizational change. Succession planning resembles a grid-like pattern; possible successors can be plotted for job content moves upwards, sideways, or downwards. A designated successor benefits from a learning journey. He or she participates in information gathering discussions with the incumbent or a knowledgeable substitute. If the role reality is no longer attractive, time is saved by redirecting succession planning to a more likely candidate. Succession planning is about ensuring workforce responsiveness for organizational change. (YLB)

ED 461 043   CE 082 814

Stevens, Paul
Portfolio Careerism: Are You Ready?
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Change; *Career Development; Career Planning; Developed Nations; *Employment Potential; Entrepreneurship; Foreign Countries; *Lifelong Learning; Marketing; Occupational Mobility; Portfolio Assessment; *Portfolios (Background Materials); Self Employment; Self Evaluation (Individuals); *Self Management; Temporary Employment; *Vocational Adjustment; Work Attitudes
IDENTIFIERS- Australia

A career is a discontinuous a series of work roles using different personal attributes, skills, knowledge, interests, and wants. Individuals must examine their portfolio, select and rearrange it, and then sell themselves to the manager where they work or prospective clients/employers in the marketplace. Individuals should view career capabilities as a mosaic of great diversity and, as inclination, personal circumstances, and market demand indicate, rearrange employability offerings in packages of differing portfolio content. Career security comes from being continually alert to enhancing employability, skilled at career transition, and prepared to oscillate between worklife as a salaried employee and a fee-charging free agent. A free agent defines worklife fulfillment in terms of freedom to exercise personal integrity and undertake assignments compatible with personal values. Employees applying principles of portfolio career management enhance the security of their employability by regularly evaluating, then selecting from 10 career action step options. They seek out opportunities where they work to use their preferred skills, acquire desired new learning, and prepare a Career Action Step Proposal to those

(LSR)

ED 461 060 CG 027 690

Bailey, Mary; Henderson, Patricia; Krueger, Debbie; Williams, Lou
A Visit to a Comprehensive Guidance Program That Works: Northside Independent School District, San Antonio, Texas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 171p.; "With special contributions by Norman C. Gysbers." Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; Elementary Secondary Education; *Guidance Objectives; Guidance Personnel; *Guidance Programs; Models; Program Descriptions; Program Effectiveness; *Pupil Personnel Services
IDENTIFIERS- *Comprehensive Guidance; Comprehensive Guidance Program Model (Gysbers); San Antonio Independent School District TX

Many educators across the country have expressed interest in visiting a school district where there is an effective and comprehensive guidance program in place. One such program is presented here. The program is detailed in four sections, each with a chapter devoted to the district level, the elementary school level, the middle school level, and the high school level. In the systematic approach to the comprehensive guidance program, the school district provides the context within which the schools operate. The district expresses commitment and provides leadership to the program. But the program functions at the three educational levels and while all schools follow the same counseling program framework, each is different due to student ages, curriculum, and other factors. The elementary school component is the foundation of the structure. The chapter describing this program explains how to begin, the guidance curriculum, individual planning, and other factors. In the middle school program the emphasis is on bridging the elementary and high schools, whereas in the high school, the goal is to help students leave school having developed the responsibility of continuing their own personal, social, emotional, educational, and career development. Program evaluation is highly important and a full chapter is devoted to issues surrounding guidance program evaluation. (RJM)

ED 461 061 CG 027 822

Godwin, Tracy M.
Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs.
PUB DATE- 96
NOTE- 291p.; Produced with David J. Steinhart and Betsy A. Fulton.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Delinquency; *Delinquent Rehabilitation; Empowerment; *Juvenile Courts; *Juvenile Justice; Peer Influence; Program Descriptions; Program

who are grieving the loss of a family member or friend. The information presented was compiled from the stories and suggestions of those who have been through the grieving process. Following an introduction, the six basic principles about children and grief are presented. The various stages of grief are reviewed along with an explanation of how children of different ages grieve. Suggestions are provided on how to help a grieving child or adolescent. Signs are noted that may indicate professional help is needed. Pitfalls to avoid in the helping relationship are discussed, and common questions about children and grief are reviewed, including dealing with the spiritual aspects of death. A list of additional resources is included. (JDM)

ED 461 083   CG 031 518

Lindholm, Amy Barrett; Schuurman, Donna L.; Hoff, Joan Schweizer
After a Suicide: A Workbook for Grieving Kids.
PUB DATE- 01
NOTE- 113p.; Supported by Catlin Gabel CommuniCare Committee and Harold and Arlene Schnitzer CARE Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art Expression; *Children; *Coping; Counseling; Creative Activities; *Death; *Grief; Helping Relationship; Personal Narratives; Posttraumatic Stress Disorder; Preadolescents; Social Support Groups; *Suicide
IDENTIFIERS- *Grief Counseling; *Loss

This workbook provides activities and ideas for children who are suffering the loss of a family member or friend through suicide. Each section contains activities to help them understand and cope with the loss. Displayed throughout are the words, drawings, and suggestions of children who have also suffered through this tragedy. Some of the activities include working through the myriad emotions they might experience, then finding these words in a puzzle; drawing pictures of masks showing their emotions; and writing out a list of all their unanswered questions. The workbook provides support for children as they go through their journey of healing. (ADT)

ED 461 084   CG 031 520

Thomas, Alex, Ed.; Grimes, Jeff, Ed.
Best Practices in School Psychology IV. Volumes 1 and 2.
PUB DATE- 02
NOTE- 1829p.
LANGUAGE- English
EDRS Price- MF16 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; Counselor Training; *Delivery Systems; Elementary Secondary Education; Ethics; Evaluation; Intervention; Prevention; *Professional Services; Professional Training; *School Psychologists; *School Psychology; Supervision; Theory Practice Relationship

The emphasis of school psychology on prevention, early intervention, assessment, collaboration, and problem solving requires counselors to have a tremendous range of evidence-based knowledge. This publication, divided into two volumes, is

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Drama; English Instruction; *Grade 12; High Schools; *Literary Genres; Poetry; Reading Achievement; *Reading Comprehension; *Reading Materials; *Reading Skills
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Response to Literature

These booklets are intended for students in Alberta, Canada, taking the Grade 12 Diploma Examinations in English 30. The readings booklet presents 7 reading selections from fiction and nonfiction literature. After instructions for students, the booklet presents: (1) Lance Morrow's essay "Metaphors of the World, Unite!"; (2) Carl Sandburg's poem "What Is a Judge?"; (3) an excerpt from William Butler Yeats' play "Cathleen Ni Houlihan"; (4) an excerpt from Fredelle Bruser Maynard's essay "One of Us"; (5) Eamon Grennan's poem "Wing Road"; (6) an excerpt from William Shakespeare's "King Richard II"; and (7) an excerpt from Rudy Wiebe's novel "The Scorched-Wood People." The questions booklet presents 70 questions based on the reading passages. (RS)

ED 461 104 CS 216 026

Culmer, Sean M.
Joint Tutoring: A Perspective on Tutoring the Incarcerated College Student.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997). Additional title on cover page is "Penning from the Penitentiary: Issues on Teaching Composition in College Prison."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correctional Education; *Correctional Institutions; Higher Education; Instructional Effectiveness; Learning Strategies; *Student Needs; Student Participation; *Tutoring; *Tutors; *Undergraduate Students
IDENTIFIERS- Learning Environments; *Tutor Role

The challenges and headaches of tutoring college students in prisons are ample, but the joys of witnessing the academic benefits are precious. One tutor views his tutoring sessions much like a counselor would approach a therapeutic session with his/her client. The interaction is divided into 3 phases: assessment, intervention, and termination. The assessment or "getting to know each other" phase addresses the tutee's lack of trust--the tutor has to prove himself/herself. The intervention or "creativity" phase involves some unconventional tutoring methods to help the student grasp specific concepts. Motivation plays a primary role in this phase. The final phase, the termination or "give back" phase, pairs students with each other, building self-esteem, and encourages development of their own techniques of problem solving. Education is the key element that will restore communities, reduce crime, and unify factions across nations. Recidivism rates decrease as educational levels increase. (CR)

ED 461 105 CS 216 053

Teaching Storytelling. Teaching Ideas and Topics.

children have maintained an interest in their school written work as well as their home productions, and as with the autobiographies, they have been enabled to incorporate elements of their personal interests into more school-based tasks. The response of teachers in the Kirklees project has been to focus on what children bring of themselves to writing and to incorporate in their planning opportunities for different modes of meaning-making which include drama, graphic representation, and the exploration of "creative" or "poetic" writing forms within the framework. The project's next stage will report on the effectiveness of the strategies they adopt. (Contains 29 references.) (NKA)

ED 461 125 CS 217 797

Kroese, Judith M.; Richards, Ann M.; Rhein, Deborah; Sammons, Janice R.
Spelling Response Patterns and Development in Children in Grades 1 and 2.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the International Dyslexia Association (51st, Washington, DC, November 8-11, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error Analysis (Language); Grade 1; Grade 2; Longitudinal Studies; Primary Education; *Spelling
IDENTIFIERS- Response Patterns; Spelling Errors; Spelling Patterns

A study investigated the development of spelling in 17 children over a 2-year period. All participants were drawn from a larger cohort which was part of an ongoing research project (Project RIME: Preparation in Reading Instructional Methods of Efficacy) funded by the Department of Health, Education, and Welfare. All children were administered 25 spelling words taken from the Developmental Spelling Analysis at the beginning (pre) and at the end (post) of the school year. In the current study, the 17 children were tested in both first and second grades. On the basis of scores obtained on the Spelling Rating Scale during the pretest, participants were divided into good, average, and poor spellers. The smaller cohort of 17 children was divided into these groups at the beginning of first grade and, again, at the beginning of second grade. The spelling patterns of all participants were analyzed using the expanded analyses (Letter Name and Within Word forms). An average error word score was calculated for each participant; additionally, total scores for error patterns which appeared to be orthographic and phonemic were computed. Results indicate that the pattern of errors for the three groups in the first grade evidenced more phonemic errors than orthographic errors. In the second grade this pattern changed for the average and good spellers, but the poor spellers continued to display more phonemic errors than orthographic errors. Data in the current study support the findings of the previous study in the project. (NKA)

ED 461 126 CS 509 606

Riccio, Nina
Investigate a Viscious Virus, Book 1 and Solve the Great Cupcake Caper, Book 2 and Banish the Stinkies, Book 3. Five Kids & Monkey TM , Series One.
PUB DATE- 97
NOTE- 96p.; Illustrated by Beth L. Blair.

counselor-student ratios; teacher-student ratios; average class size; teacher qualifications; academic achievement; standardized test results; parent participation; and expenditures per student. Overall, school districts are making steady progress in reporting individual items on school and district accountability reports. Three tables are included; the appendix contains 14 tables. (LMI)

ED 461 147 EA 028 420

Chapman, Carolyn, Ed.
Panel of Scholar's Report on the Nevada School Accountability Program, School Year 1994-95.
PUB DATE- 96
NOTE- 80p.; Alternate title stated with the document: "Progress Report on the Nevada School Accountability Program: Review, Analysis, and Recommendations."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Annual Reports; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *School Districts; School Statistics; Student Characteristics; Tables (Data)
IDENTIFIERS- *Nevada

During the 1993 session, the Nevada State Legislature passed a School Accountability bill (NRS 385.347 revised), which required all school districts in the state to inform the public on the performance of public schools. School accountability is accomplished through a system of reports to the public and the State Board of Education. Each year the Board of Trustees of each school district is required to prepare an accountability report in three parts: individual school accountability reports, a districtwide school accountability report, and a report on the effectiveness of the district's accountability program. The Nevada Review Panel on School District Accountability conducts an independent review of the accountability report and submits recommendations. This document presents a comprehensive review of the panel's findings based on the analysis of all the accountability reports, submitted in spring 1996 from school districts for the 1994-95 school year. The accountability program of each school district is analyzed in five sections: (1) a summary of student-performance and school characteristics; (2) areas of exemplary achievement or improvement; (3) areas in need of improvement at the school site; (4) summary of the school district's plans for improvement at the school site; and (5) recommendations for improving the analysis and use of accountability findings at the school and district levels. Three tables are included. Appendices contain a copy of Senate Bill No. 511: NRS 385.347 and a letter from the Office of the Attorney General regarding NRS 385.347. (LMI)

ED 461 148 EA 028 440

Erevelles, Nirmala
Re-Constituting the "Disabled" Other: Historical Materialism and the Politics of Schooling.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

ED 461 167 EA 031 376

Lee, Valerie E.
Volition and Social Capital: The Dilemma of Choice and Inequality Surrounding Human Relationships in Secondary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Some text is underlined.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *Social Capital; *Social Environment; *Social Networks; *Social Stratification; *Social Structure

Benefits accrue to individuals from their social relationships, and these benefits may serve as resources. A study focused on the structure and implications of voluntary association, both between and within U.S. secondary schools. It studied both the qualities of social relationships in high schools and the schools' organizational characteristics. The study explored the advantages and disadvantages of internal and external choice, drawing on data from two projects that examined social capital in 10 high schools, using qualitative methods. An example of external choice would be choice between schools. An example of internal choice would be choice among small learning communities in high schools organized into schools-within-schools. A major benefit of choice is the commitment that students, parents, and teachers bring to the schools or subunits whose themes, values, and norms are aligned with their own. Such commitment typically leads to productive relationships among school members. That is, the prevalence of social capital in such settings is a direct result of voluntary associations that underlie their formation. The disadvantage of allowing such voluntary associations is that social stratification may, and often does, develop. Choice, social capital, and social equity are discussed within a framework that contrasts individualism and the common good. (Contains 59 references.) (RKJ)

ED 461 168 EA 031 377

Zimmer, Ron; Krop, Cathy; Kaganoff, Tessa; Ross, Karen E.; Brewer, Dominic J.
Private Giving to Public Schools and Districts in Los Angeles County: A Pilot Study.
PUB DATE- 01
NOTE- 132p.; The study was commissioned by the John Randolph and Dora Haynes Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Fund Raising; *Grants; Partnerships in Education; *Private Financial Support; School Funds
IDENTIFIERS- California (Los Angeles County)

In an era of dependence on nonflexible funding by states, private support is a desirable source of funding. Anecdotal reports and a limited body of documented research suggest districts and schools are pursuing private support with increased sophistication and aggressiveness. This pilot study is designed to provide schools and school districts with information on the

A survey of families of 54 children or adolescents with deaf-blindness examined parents' beliefs regarding issues of friendship for their children. The mean age of the children was 11.4 years. Approximately 65 percent of the children attended a special school and 35 percent attended a program within a regular school. Almost 75 percent were identified as having another disability such as mental retardation or physical disability. Parents were asked for their agreement/disagreement with 50 statements grouped within seven categories: (1) communication and sensory impairments; (2) independence and mobility; (3) community issues and concerns; (4) integrated versus self-contained programs; (5) similarities of friendship; (6) social network; and (7) having friends with disabilities. Preliminary results indicated that parents of children with deaf-blindness are concerned about issues of friendship. Parents were most concerned with the child's social network, communication and sensory abilities, and community issues. Other findings included: 74 percent of parents felt their child had fewer friends due to his/her deaf-blindness; 81 percent believed that moving to a new community would be harder for their family than other families; and 70 percent did not think their child would prefer as a best friend another person who is deaf-blind. (DB)

ED 461 187 EC 304 940

Marshall, Catherine A.; Cerveny, Lee K.
American Indian Family Support Systems and Implications for the Rehabilitation Process: The Eastern Band of Cherokee Indians and the Mississippi Band of Choctaw Indians. Executive Summary.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Attitudes; Cherokee (Tribe); Choctaw (Tribe); Content Analysis; *Disabilities; Emotional Adjustment; *Extended Family; *Family Environment; *Family Involvement; Family Needs; Focus Groups; Interviews; *Social Support Groups; Vocational Rehabilitation

This project focused on the role of the family in providing support to a relative with a disability in two American Indian cultures, the Eastern Band of Cherokee Indians and the Mississippi Band of Choctaw Indians. A review of the literature notes the documented importance of involving family in the rehabilitation process. Ten families in each location were interviewed. In addition, five focus group interviews were held, one in each location for family members, one for persons with disabilities, and one for service providers. Content analysis was performed on transcripts, focusing on: structures of family support systems; description of, adjustment to, and impact of a disability; issues of access, assistance, and acceptance; family commitment and future concerns; and family needs, consumer needs, and vocational rehabilitation. Analysis showed that, though families often acknowledge extended family members as part of their support network, there frequently existed a lack of involvement of extended family and even immediate family in the daily lives of persons with disabilities. Analysis also addressed issues of social support, respite care, role validation, responsiveness of professionals, and transition. Recommendations are offered for future research, for rehabilitation professionals, and for

NTA's efforts to identify effective STW activities); "The NTA Framework for Examining School-to-Work Practices" (the five-element model used by the NTA); "Customized, Data-Driven Technical Assistance"; and "Information Dissemination and Utilization." Also included are brief descriptions of the six organizations comprising the Alliance and a listing of resources including publications, organizations, and Web sites. The second issue contains the following articles: "Employing Partnerships in the School to Work Transition of Youth with Disabilities" (specific suggestions for recruiting employers); "Business and Community Resources"; "School to Work Opportunities Act"; "STW: A View from the States" (summaries of STW efforts in Vermont and Colorado); and "Student-Focused Planning and Development" (emphasis on practices toward this end). Also included are a list of conferences, names of the editorial advisory committee members, and snapshots from the organization's annual meeting. (DB)

ED 461 205 EC 305 922

Kohanek, Jean, Ed.; Divita, Therese, Ed.
Contextual Learning and Vocational Assessment.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 97
NOTE- 27p.; The National Transition Alliance for Youth with Disabilities no longer exists. Theme issues. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; Career Education; *Disabilities; *Education Work Relationship; Educational Assessment; Educational Legislation; Educational Practices; Federal Legislation; Secondary Education; *Transitional Programs; Vocational Evaluation; Vocational Rehabilitation; World Wide Web
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; School to Work Opportunities Act 1994

These two newsletter issues of the National Transition Alliance (NTA) for Youth with Disabilities present articles concerning the transition of youth with disabilities from school-to-work (STW) and related informational items. The first issue contains the following articles: "Contextual Learning" (analysis of one of the five categories of practices focused on by the NTA) and "Career Pathways" by Marianne Mooney (discussion of the "career pathways" element of the School-to-Work Opportunities Act of 1994.) Also provided are descriptions of three selected Web sites and a calendar of related conferences. The second issue focuses on vocational assessment. Articles include: "Vocational Assessment: The Kick-Off Point for Successful Transitions" (Pamela J. Leconte and Debra A. Neubert); "Professionals in Vocational Assessment" (a description of the roles of various professionals); "Legislative Update: Amendments to the Individuals with Disabilities Education Act (IDEA)" - modifications of the requirements for providing transition services; and "When All Means All: How To Include Youth with Disabilities in Accountability Systems". Also included are snapshots from the annual Project Directors Meeting, a list of related organizations, descriptions of two Web resources, and a list of selected conferences. (DB)

ED 461 206 EC 306 159

sexual activity; and (6) "How to Set Up a Home", including choosing a place to live, understanding utilities, and furnishing an apartment. The separate teacher's guide provides additional hands-on activities for teachers to use as enrichment or as a challenge for more able students. The guide also includes an answer key for all exercises in the activity texts. (CR)

ED 461 225 EC 306 498

General Information Packet on Learning Disabilities.
SPONS. AGENCY- Johnson & Johnson Baby Products Co., Skillman, NJ.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Childrens Rights; *Clinical Diagnosis; Disability Identification; *Educational Legislation; Elementary Secondary Education; *Etiology; Incidence; *Learning Disabilities; Legal Responsibility; Special Education; *Student Placement; *Symptoms (Individual Disorders)
IDENTIFIERS- *Individuals with Disabilities Education Act

This information packet provides an overview of learning disabilities. Information includes the following: (1) the definition of learning disability; (2) incidence of learning disabilities; (3) criteria used to decide whether a person has a learning disability; (4) common causes of learning disabilities; (5) the importance of early identification; (6) signs that a child has a learning disability; (7) what actions parents and professionals should take when a child is having difficulty in schools; (8) how an evaluation for special education services can be arranged; (9) common words associated with learning disabilities; and (10) an overview of the legal rights of children and youth who have a learning disability. A checklist of common warning signs of learning disabilities is provided and includes difficulties with organization, physical coordination, spoken or written language, attention and concentration, memory, and social behavior. A chart outlines some of the first signs of trouble in these areas in preschool, lower grades, middle grades, and upper grades. The booklet also describes the types of placements and services that are available to students in need of special education assistance. (CR)

ED 461 226 EC 306 744

Children's and Adolescents' Mental Health. Factsheet.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Emotional Disturbances; Emotional Problems; Etiology; Incidence; *Integrated Services; Mental Disorders; *Mental Health; *Needs Assessment; *Psychological Services; *Symptoms (Individual Disorders)

This fact sheet addresses the mental health needs of children and study's research design, population sample, and data analysis. A glossary of terms is provided. (Contains 50 references.) (DB)

ED 461 244 EC 308 794

Renzulli, Joseph S.; Reis, Sally M.
The Schoolwide Enrichment Model: A How-To Guide for Educational Excellence. Second Edition.
PUB DATE- 97
NOTE- 424p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academically Gifted; Change Strategies; Curriculum Development; *Educational Change; *Educational Facilities Improvement; *Educational Principles; Elementary Secondary Education; Enrichment Activities; *Gifted; Talent; *Teaching Models
IDENTIFIERS- *Schoolwide Enrichment Model

This book provides a detailed guide to implementing the Schoolwide Enrichment Model (SEM), a research-supported model originating in special programs for gifted and talented students but not extended to school improvement across the full range of school types, levels, and demographic differences. Individual chapters address the following topics: (1) the Schoolwide Enrichment Model and educational reform; (2) using the SEM as a plan for school improvement; (3) implementing the SEM, a six-stage planning process for consensus building and development of a mission statement; (4) identifying students for participation in the SEM; (5) the Total Talent Portfolio (assessing strengths, interests and talents of all students); (6) curriculum compacting (a systematic procedure for modifying the curriculum for above average ability students); (7) Type I enrichment (general exploratory experiences); (8) Type II enrichment (group training activities); (9) Type III enrichment (individual and small group investigations of real problems); (10) enrichment teaching and learning (enrichment clusters). A concluding section addresses aspects of developing a 5-year plan. Appendices include action forms and a sample total talent portfolio. (Contains approximately 100 references.) (DB)

ED 461 245 EC 308 795

Renzulli, Joseph S.; Smith, Linda H.; White, Alan J.; Callahan, Carolyn M.; Hartman, Robert K.; Westberg, Karen L.
Scales for Rating the Behavioral Characteristics of Superior Students. Technical and Administration Manual. Revised Edition.
PUB DATE- 02
NOTE- 54p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; *Academically Gifted; *Behavior Rating Scales; Elementary Secondary Education; *Test Interpretation; *Test Reliability; *Test Validity; Testing

This manual describes development and use of the revised "Scales for Rating the Behavioral Characteristics of Superior Students" (SRBCSS-R), a teacher judgment instrument appropriate for use

Learning Strategies; Linguistic Theory; *Measurement Techniques; Military Personnel; Morphology (Languages); *Neurological Organization; Orthographic Symbols; Phonology; Predictor Variables; Psycholinguistics; Second Language Learning; Second Language Programs; *Second Languages; Student Placement; Syntax; *Testing; Vocabulary

Drawing on recent psychological and neurological research on how individual differences might interact with learning a particular language, the study examines how psycholinguistic research and theory can help in assigning military personnel to language training and to a given language. Using the Defense Language Institute's Defense Language Aptitude Battery (DLAB) for reference, five categories of language difficulty are described, based on degree of difference from English. Research on individual differences in language learning is reviewed to identify potential methods of improving the DLAB to measure individual traits allowing a student to excel at certain languages or language skills. Language learning presents difficulties in orthography, phonology, lexicon, morphosyntax, syntactic processing, language use, and language learning strategies. For each there is rich psycholinguistic literature that can be used as a basis for additional measures of learner abilities. In practice, it may be useful to increase emphasis on prediction of second language learning from first language skills. It may also be easier to measure skill at learning and processing certain aspects of language. It is concluded that more finely tuned psycholinguistic measures of language learning skills are needed to predict problems caused by individual differences. (Contains 111 references.) (MSE)

ED 461 265   FL 024 545

Mislevy, Robert J.
Test Theory and Language Learning Assessment.
PUB DATE- 94
NOTE- 29p.; In: Language Aptitude Invitational Symposium Program Proceedings (Arlington, VA, September 25-27, 1994); see FL 024 538. Figures may not reproduce well. Also published in "Language Testing," 12(3), p341-369, 1995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; Inferences; Information Needs; *Language Aptitude; Language Proficiency; *Language Tests; Measurement Techniques; Models; Statistical Analysis; *Test Theory; *Testing; Weighted Scores

Recent developments in cognitive and educational psychology, such as increased appreciation of the situated nature of learning and understanding, call for broader ranges of student models and types of data than those standard in testing today. We must specify how what we observe on the test is related to competence as we conceptualize it, and construct a framework for carrying out inferences. There is a growing need for testing that verifies performance within a given situation or context, or in the completion of a complex task requiring the language learner to integrate several aspects of learning. A broader view of testing to include these issues requires clear definition of what is to be measured, new methods of eliciting evidence, and methods of weighting various sources of evidence for decision-making about test results. For the latter, it is possible to analyze evidence statistically so the mathematical models mirror the inference model based on that evidence. A conceptualization of test theory designed to address issues of to experimental or control groups. Prior to the course, all participants took the Test of English as a Foreign Language (TOEFL). During the first week of the semester, students completed the Strategy Inventory for Language Learning, the Motivational Intensity Questionnaire, and the Foreign Language Classroom Anxiety Scale. Experimental group students were taught English learning strategies through the semester, while control group students received no intervention. Students completed the evaluations again at the end of the semester. Results supported the assumption that language-learning strategies can be taught and can help foreign language learners in the learning process. Students who did not receive the strategy training did not have significant improvements in their language proficiency, learning motivation, or strategy use. Their strategy use even decreased in one area, and they had no significant decrease in their English learning anxiety levels. Students who received strategy training showed significant improvement in English proficiency, motivational intensity, and strategy use and significant decreases in English learning anxiety. (Contains 29 references.) (SM)

ED 461 288   FL 027 118

Gilzow, Douglas F.; Rhodes, Nancy C.
Establishing High-Quality Foreign Language Programs in Elementary Schools. Perspectives on Policy and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Students; *FLES; Language Teachers; Middle Schools; *Program Development; Second Language Instruction

Using information from seven model programs that provide foreign language instruction to elementary and middle school students, this publication addresses common questions from administrators, educators, and parents who are considering establishing early foreign language programs in their communities. Questions examine the following issues: reasons to teach foreign language in the elementary school; whether foreign language should be part of the core curriculum; whether foreign language programs are suitable for poorly-funded districts; whether students with disabilities should study foreign language; how schools or districts determine which language to teach; how a program can be sustained over time; characteristics of successful programs; which program model is best; how foreign language study can be included in the curriculum without adding time to the school day; whether there is a need to hire a separate foreign language teacher; how new students are added to language classes without hindering the progress of students already in the program; what happens to elementary students who want to continue their language study at a middle school where most students in their grade are just beginning; and whether distance or video instruction is a good way of teaching language. A list of resources, including Web-based resources, is included. (SM)

ED 461 289   FL 027 119

and who remain together for at least two-thirds of the classes in the program. This cohort learning study compared the learning outcomes of students in 12 matched groups, 6 representing degree programs scheduled in traditional, non-cohort formats and 6 representing the same degrees at the same institutions but in cohort formats. The institutions represented three large public research universities, one private research institution, and one private comprehensive institution. From a total of 353 students surveyed, usable response data came from 287. Learning outcomes were measured by grade point averages and the results of a student self-survey. Comparison between all cohort and non-cohort groups showed slightly higher cohort student learning on affective, cognitive, and learning transfer dimensions. Overall, there were more similarities than differences in learning outcomes between the cohort and non-cohort students surveyed. One figure and seven tables of data are appended. (Contains 25 references.) (JLS)

ED 461 309   HE 030 106

Gormley, Kevin J.
Learn & Serve Higher Education Programs in Minnesota: The Impact and Sustainability of Service-Learning.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Work Relationship; Federal Aid; Higher Education; Institutional Cooperation; Integrated Services; Interviews; Nonprofit Organizations; *Outreach Programs; Participant Satisfaction; *Partnerships in Education; *Program Evaluation; Qualitative Research; School Community Programs; *Service Learning; State Colleges
IDENTIFIERS- *Learn and Serve America; *Minnesota

An evaluation was conducted of 12 higher education service-learning programs at 9 colleges and universities and 1 nonprofit agency in Minnesota. Research was based on interviews with individuals involved in local programs (program directors, faculty, participants, community agency personnel, and service recipients). Analysis of interview responses found themes centered about issues of program design, success and impact of programs, and the long-term sustainability of service-learning. The study found that, while service-learning experiences were appreciated by most respondents, the quality of the programs varied significantly, and long-term sustainability without federal funding appeared to be uncertain in most of the programs. Respondents also urged more community involvement in program design and implementation, stressed the value of critical reflection by students on their experiences, and criticized reporting requirements of the federal grant. A matrix table of Learn and Serve programs in Minnesota is attached, as well as an appendix that defines major categories of study. (CH)

ED 461 310   HE 030 141

Timpson, William M.; Burgoyne, Suzanne; Jones, Christine S.; Jones, Waldo
Teaching and Performance: Ideas for Energizing Your Classes.
PUB DATE- 97
NOTE- 240p.

University of Strathclyde (Scotland)

This publication presents 14 departmental case studies of the preparation and support provided to part-time teachers in Scottish institutions of higher education. The case studies are grouped in four sections according to the category of part-time staff involved: practicing professionals (professional teaching assistants, lawyers, artists, and other practitioners); part-time tutors and teaching assistants; workplace supervisors; and demonstrators. An introduction to each section identifies the principles and commonalities of the support provisions detailed in the case studies from the following Scottish institutions: University of Strathclyde, the Robert Gordon University, University of Edinburgh, Queen Margaret College, and the University of St. Andrews. Case studies are drawn from the following fields: architecture and building science, law, art, mathematics and statistics, artificial intelligence, economics, government (politics), occupational therapy, health and nursing, pharmacy, biological and medical sciences, applied sciences, and geology. An article, "Departmental Preparation and Support for Part-Time Teachers: Principles of Good Practice" (David Nicol and Fred Forster) follows the case studies. Appendices include a summary of elements of good practice from the case studies; guidelines for postgraduate tutors from the University of Strathclyde, and the Code of Practice on Tutoring and Demonstrating from the University of Edinburgh. (DB)

ED 461 329 HE 034 608

Russell, Alene Bycer; Winter, Susan B.
Compendium of National Data Sources on Higher Education. Fifth Edition.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 01
NOTE- 201p.; Product of the State Higher Education Executive Officers Association/National Center for Education Statistics Communication Network. For the 1996 edition, see ED 409 794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Students; Data Collection; Educational Finance; Educational Policy; Educational Research; *Higher Education; Information Dissemination; *Resources; Statistical Data

This compendium is a guide to the major national data resources related to higher education in the United States. Designed to support quality educational research and policy analysis, the Compendium describes 100 resources, including general references as well as resources pertaining to students and learning, faculty and staff, finance and facilities, K-12 education, adult and workforce education, and other topics. To be included, data sources must be regional, national, or international in scope. They must be updated on a periodic basis, generally available to the public, and useful for research and policy analysis in relation to postsecondary education. Types of data sources are varied, but they include primary data sources and surveys, analytic reports, statistical digests and sourcebooks, web sites, and other information resources. Information for each source includes the organization or agency name, a description of the resource, information on data collected, availability, contact information, and keywords. The sources are grouped into these

Ridley, Dennis R.
Internet Visibility Measured by Search Engine Hits: A Test on Virginia Colleges and Universities.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Colleges; Higher Education; Internet; *Online Searching; Universities
IDENTIFIERS- *Search Engines; *Virginia

This study selected 25 private colleges and universities and 14 public colleges and universities in Virginia. Internet search engines were used to record the number of hits they reported for each of the schools, as a measure of the institution's visibility in the Internet world. Findings indicated that there was a high correlation between visibility on the different search engines, and that visibility varied widely between larger and smaller institutions. (Includes tables showing number of "hits" for each college.) (EV)

ED 461 352 HE 034 633

Postsecondary Education Opportunity, 2001.
PUB DATE- 01
NOTE- 195p.; Published monthly.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Attendance; Demography; *Enrollment Trends; *Higher Education; Public Policy; Statistical Analysis; Student Characteristics

This document consists of the 12 monthly issues of this research newsletter for 2001. The newsletter's purpose is to inform those who formulate, fund, and administer public policy and programs about research on the condition of and influences that affect postsecondary education opportunity for all Americans. Main topics for the issues are: (1) "Interstate Migration of College Undergraduates"; (2) "Where the Guys Are Not: The Growing Gender Imbalance in College Degrees Awarded"; (3) "Just and Efficient College Finance"; (4) "Trends in College Participation by Family Income 1970 to 1999"; (5) "College Continuation Rates for Recent High School Graduates 1959 to 2000"; (6) "High School Graduation Trends and Patterns 1981 to 2000"; (7) "College Participation by Gender Age 18 to 24, 1967 to 2000"; (8) "Freshman-to-Sophomore Persistence 1983 to 2001"; (9) "Freshman Point-of-Entry into Higher Education: Public or Private, Two-Year or Four-Year by State 1991 to 2000"; (10) "Family Income and Higher Education Opportunity 1970 to 2000"; (11) "College Enrollment by Age 1950 to 2000"; and (12) "College Participation by Family Income, Gender and Race/Ethnicity for Dependent 18 to 24 Year Olds 1996 to 2000." (EV)

ED 461 353 IR 018 187

Reed, Craig
The Morning "Kiddie" Block. Info. Packets No. 3.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(13) teaming with business, including mutual benefits, what not to do, and positive approaches to business partnerships; (14) levels of learning community partnerships, including project-based partnerships, staking out the library media center, mutually supporting the curriculum, school initiatives, whole school reform, shaping the district, improving the community, information literacy across the levels, and technology standards across the levels; (15) putting it all together, including coordination versus control, evaluation, assessment instruments, redirection, and maximizing the impact; and (16) references and additional reading. (Contains an index and 141 references.) (MES)

ED 461 371 IR 021 033

Jobson, Lisa, Ed.
Connecting Cultures...A Teacher's Guide to a Global Classroom.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; Elementary Secondary Education; Information Networks; *International Cooperation; Internet; *Learning Activities; Partnerships in Education; *Student Projects; Teaching Methods

The International Education and Resource Network (iEARN) enables young people (ages 5-19) to use the Internet and other new technologies to engage in collaborative online educational projects that both enhance learning and address issues of global importance. More than 400,000 students in over 95 countries are working together in iEARN to make a positive impact on the world. This document highlights project examples that profile a variety of age levels, curricula, and areas in which iEARN has an impact. In "Building Bridges," a headmistress from Pakistan describes her school's experience of learning with partners from 92 countries in the "Laws of Life Project." Ideas for "globalizing" the classroom are offered. The next section, "Improving Education," describes the "Write To Care Framework: Writing and Reading Integrating Technology into Education To Make a Difference in Our World." The purpose of this framework is to encourage children's literacy skill development while participating in meaningful local to global telecommunications projects that make positive differences in their school, community, region, state, country, and around the world. In the next section, "Making a Difference," students worldwide share their environmental projects through the YouthCAN environmental conference. Also included are: sample activity for generating project ideas; suggestions for successful project work; iEARN professional development opportunities; and a list of additional resources. (AEF)

ED 461 372 IR 021 037

Smarte, Lynn; Starcher, Heather
ERIC Annual Report, 2001: Summarizing the Recent Accomplishments of the Educational Resources Information Center.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 38p.; For ERIC Annual Report, 2000, see ED 443 428.
LANGUAGE- English

creative approaches. (EMH)

ED 461 391 JC 020 107

Wallace, Roslyn, Ed.
ACC Effectiveness Review, 1999-2002.
PUB DATE- 02
NOTE- 102p.; Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Access to Education; Community Colleges; Demography; *Distance Education; Instructional Innovation; Nontraditional Education; *Outcomes of Education; School Demography; *School Schedules; Semester System; Surveys; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

These newsletters on Institutional Effectiveness (IE) at Austin Community College (ACC) in Texas include the following articles: (1) "The 'Fast Track'...Students Say It Works!" (2) "Are Students Successfully Completing Distance Learning Courses at ACC?" (3) "Tracking Transfers"; (4) "Math Pilot: Study Skills Attached Labs"; (5) "Assessment...because Learning Matters Most"; (6) "Institutional Level Conversations about Student Learning"; (7) "Employee Satisfaction with Services of Highly Used College-Wide Offices"; (8) "Using Rubrics To Assess Effectiveness"; (9) "ULEAD--Assessing the Effectiveness of Effectiveness Assessment"; (10) "Workforce Graduates Detail"; (11) "Assessing General Education Outcomes"; (12) "Program Review and Unit-Level Effectiveness Assessment: Heating, Air Conditioning, and Refrigeration Technology (HART)"; (13) "ACC Student Engagement...Educational Bliss?" and (14) "Transfer Outcomes: Start Here...Get There and Succeed." (AA)

ED 461 392 JC 020 122

Making It Happen: Handbook for Planning at South Texas Community College.
PUB DATE- 99
NOTE- 42p.; Appendices B, C, D, and J are not available in the ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgets; *College Administration; Community Colleges; *Educational Planning; Financial Audits; Financial Policy; *Institutional Evaluation; Institutional Mission; Program Evaluation; Resource Allocation; *Self Evaluation (Groups); Strategic Planning; Two Year Colleges

This report on Institutional Effectiveness (IE) at South Texas Community College (STCC) analyzes the evolution of IE over a 5-year period. The report identifies four phases: (1) assessment (1996-98); (2) assessment and follow-up (1998-99); (3) unit planning (1999-2000); and (4) institutional effectiveness. The phased-in planning was instituted because of STCC's start-up status and their rapid growth, both of which necessitated a more complex assessment model. The closest academic years were developed in the most detail, while those further in the future are outlined more generally. The plans were developed through consensus of faculty, staff, and leaders in each work unit. The report also defines the plans as living documents, to be key points of the lesson; (2) give their own examples of the important concepts taught; (3) write down questions during instruction and periodically stop to answer them; and (4) follow an outline of the lesson. Other useless questions include: (1) "Is everyone paying attention?" (2) "Can everyone be quiet?" (3) "Is everyone finished?" and (4) "Can we all pay attention now?" Teachers should find alternative ways to maintain classroom order and to ascertain whether students have completed assignments. (JW)

ED 461 412　　　　PS 023 954

Academy Update (Early Childhood Professionals Collaborating for Quality), 1986-1992.
PUB DATE- 92
NOTE- 113p.; For the 1992-1994 issues, see ED 386 272.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Curriculum; Early Childhood Education; *Educational Assessment; Educational Quality; *Professional Development; Professional Training; Standards
IDENTIFIERS- *Accreditation Standards; *National Academy of Early Childhood Programs; National Association Educ of Young Children

This document consists of the first 15 consecutive issues of a newsletter published by the National Academy of Early Childhood Programs (The Academy), a division of the National Association for the Education of Young Children (NAEYC). The newsletter focuses on providing information and feedback on early childhood programs for early childhood professionals, directors, validators, and commissioners involved with accreditation. Regular features include: "Direct Assistance" and "Feedback for Validators," including tips. Feature articles include: (1) "Accreditation Helps Raise Salaries"; (2) "Quality = Risk Management"; (3) "PBS Documentary Promotes Accreditation"; (4) "Why Accreditation?"; (5) "Academy Launches Media Campaign"; (6) "Ignoring Racial and Cultural Differences May Encourage Prejudice in Young Children"; (7) "What Does High Quality Child Care Really Cost?"; (8) "Accreditation: A Shaggy Dog Story" (Ellen Khokha); (9) "New Corporate Funding to Improve Child Care and Support Accreditation"; (10) "Congress Finally Remembers the Children"; (11) "Caring for Children in Time of War" (Sue Bredekamp); and (12) "AT&T Funds for Accreditation." Other topics covered include: self-studies, validation visits, classroom observations, parent education, developmentally appropriate practice, curriculum, staff recruitment, anti-discrimination policies, toy safety, and complaint policies. (BGC)

ED 461 413　　　　PS 024 621

Policy Statements on Children, Youth, and Families.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accident Prevention; *Adolescents; Bisexuality; *Child Abuse; Child Custody; Child Development; Child Neglect; Childhood Needs; *Children; Corporal Punishment; Emotional

(055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 4 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 4 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 431 PS 030 159

Curriculum Handbook for Parents, 2001-2002: Grade 5.
PUB DATE- 01
NOTE- 36p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

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EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autobiographies; *Educational Experience; *Educational Philosophy; Elementary Secondary Education; Lifelong Learning; Personal Narratives; Role of Education; *Rural Schools; *Student Experience; *Teaching Experience; Teaching Styles
IDENTIFIERS- *Appalachia; *Stuart (Jesse)

In this book, the Kentucky novelist, poet, and teacher Jesse Stuart describes his experiences as student and teacher. Chapter 1 recounts the influence of his father, who instilled the principle of learning through play and the value of imagination and memory, and catalogs young Jesse's teachers at Plum Grove School. Chapter 2 describes his high school experiences, both educational and work. An inspirational teacher introduced him to poetry, which he began writing in his sophomore year. The third and fourth chapters chronicle his college years at Lincoln Memorial University (Tennessee). Stuart struggled to balance work against classes, his childhood farm life with his dream to be a college graduate. Much of chapter 4 is devoted to a teacher that encouraged him to write, Harry Kroll. Chapter 5 briefly tells of Stuart's teaching job at a high school and 2 years as principal of Greenup High School, then describes his experiences at Vanderbilt University, where he "found an English heaven." In the last half of the book, Stuart combines his experience as student, teacher, and administrator to formulate his philosophy of education. In chapter 6, he promotes discipline through hard work; describes a superintendency and principalship; and starts articulating the relationship between school, character, and society. Chapter 7 describes his stay in Europe and the theme of nature as a model classroom. Stuart's work as principal in turning the failing McKell High School into a successful one is recounted in chapter 8. Chapter 9 chronicles his year in Egypt, where he reexamined the relationship between a culture and its educational system; during the 1960s, he turned a critical eye upon that relationship in America. Chapter 10 presents Stuart's conclusions that teaching is spiritual and has to do with values and how people choose to live their lives. (TD)

ED 461 450 RC 021 432

Stuart, Jesse
The Thread That Runs So True.
PUB DATE- 77
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Historical Materials (060)
DESCRIPTORS- Autobiographies; *Educational Experience; Educational Philosophy; Elementary Secondary Education; Higher Education; *One Teacher Schools; *Rural Education; Rural Schools; Small Schools; Teacher Attitudes; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- Appalachia; *Kentucky; *Stuart (Jesse)

This autobiography relates the early teaching experiences of Kentucky teacher and author Jesse Stuart (1906-1984). Barely 17 years old, he first taught in a one-room, isolated rural school in eastern Kentucky for $60 a month. His 35 barefoot students in the eight grades ranged in age from 5 to 20 years. The students' passion for learning reinforced his own love of

Community development-oriented service learning (CDOSL) is an approach to service learning that integrates service with the school curriculum and the local community development agenda. This study examined the positive impacts that CDOSL has on rural students and communities. Surveys and case study research were conducted with 145 students, teachers, program coordinators, school administrators, and community leaders in 11 rural Midwest communities. Results indicate that CDOSL was a rare but innovative approach to service learning. Student social capital development was significantly greater for CDOSL projects than for non-CDOSL projects; students developed significantly more favorable relations with adult civic leaders and community organizations when their service-learning experiences pertained to high priority community issues. Student human capital development was not significantly greater for CDOSL projects than for non-CDOSL projects in terms of levels of civic knowledge, skills, and values. Positive community impacts of service learning were rated significantly higher for CDOSL projects than for non-CDOSL projects. Positive impacts included improved perceptions of youth and adults toward each other, closer relationships between schools and government, lower project costs, increased community demand for student involvement, and more timely accomplishment of community development goals. Recommendations are offered to schools and communities and to state and national programs. Appendices present data tables; survey questionnaires; community profiles; and an annotated list of 29 related resources, most with Web site addresses. (Contains 73 references.) (TD)

ED 461 467 RC 023 361

Traa-Valarezo, Ximena; Reyes, Joel; Alvarez, Lia; Meza, Darlyn; Sanchez, Saul; Traviezo, Jorge; Sabio, Ambrosio; Martinez, Mateo; Figueroa, Luz Maria

Honduras: Community-Based Education Project. Social Assessment and Indigenous Peoples Development Plan. PROHECO, ADEL and the Intercultural Bilingual Program.

PUB DATE- 01

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- American Indian Education; *Bilingual Education; *Community Schools; Culturally Relevant Education; Educational Assessment; *Educational Development; Elementary Education; Foreign Countries; *Indigenous Populations; *National Programs; Preschool Education; *Rural Education; School Community Relationship

IDENTIFIERS- *Honduras

The New Agenda of the Honduran government proposes the provision of preschool and primary school education for all Honduran children, including those living in isolated areas and in extreme poverty. The Community-Based Education Program (PROHECO) was launched in February 1999, and by December 2000 some 820 schools serving 39,540 students were in operation. This paper reports on a Rapid Rural Appraisal of PROHECO in 49 communities, as well as the Intercultural Bilingual Program (EIB) in indigenous communities. Under PROHECO, the responsibility for preschool and primary education is shared by the State and the civil society, parent/community associations administering the programs are autonomous, and schooling may be conducted provisionally in any appropriate building. The first

Desert," an examination of how water created the modern American West--the most successful "hydrologic society" in history. The series begins with the story of Los Angeles and its unquenchable thirst for water in "Mulholland's Dream." The second program, "An American Nil," tell how the Colorado River became the most regulated river in history. Next in the series is *"The Mercy of Nature" which tracks the political and* environmental battles that ended in California's Great Central Valley being transformed from a semiarid desert into the richest agricultural region in the world. The fourth and final program is based on the award-winning book, "Last Oasis" by Sandra Postel. It examines the ramifications of the export of America's water development expertise to the rest of the world, and shows how conservation, recycling, and efficiency offer hopeful and sustainable solutions to the world's gathering water crisis. A synopsis of each major theme, discussion questions, and a list of the key interviewees is included with each show description. Also included in the guide are a resource list, a guide to public discussions, activities for the classroom, and a guide to water resources. (JRH)

ED 461 486 SE 060 451

Latshaw, J. David
Evaluating Contributions of University Professors.
PUB DATE- 95
NOTE- 20p.; Cover title: "Evaluation of Performance of University Research Scientists." In: B. Gough, Ed. "NACTA Journal" Vol. 39 (March 1995): 22-4.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; Faculty Publishing; Higher Education; *Personnel Evaluation; Science and Society; *Scientific Research; *Scientists

This paper presents guidelines for evaluating university research scientists. Each scientist should know the standards of performance that are used in the evaluation, the job segments that are being evaluated, and the relative weight assigned to each job segment. Five job segments are identified: (1) impact of research findings; (2) number of publications; (3) resource self-sufficiency; (4) graduate education; and (5) service. A detailed discussion of each job segment is presented and includes questions and concerns from a variety of perspectives. (Contains 21 references.) (Author/DDR)

ED 461 487 SE 060 757

Kid's PACK: Population Awareness Campaign Kit.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Educational Foundation of America, Westport, CT.; Geraldine R. Dodge Foundation, Morristown, NJ.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 95
NOTE- 40p.; Supported by the Pew Charitable Trust for Global Stewardship, as well as by the Fred H. Bixby Foundation, and the Orchard Foundation. Teen PACK Coordinator, Pamela Wasserman. Stickers and pull-out poster are not available from ERIC. For teen version, see SE 060 758.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

This document begins with a brief report describing how the Center for Occupational Research and Development (CORD) organized a coalition of organizations related to the hazardous materials industry to identify required skills and training for Hazardous Materials Management Technician (HMMT). CORD staff established a committee of employers, representatives from labor organizations and associations, vocational educators, and others to write the skill standard. The committee identified required competencies for technicians in the industry; determined knowledge, tools, and training necessary for certification; compared certified to noncertified employers; established instructional qualifications; and developed a method for assessing and updating the skill standard as technology changes. During phase 2, the standard was validated and disseminated, certification requirements were determined, and an implementation guide was developed. The 14-page report is followed by the following: skills and validation surveys and responses; meeting information; lists of advisory committee members and business/industry and education representatives; marketing and publicity materials; newsletters; articles; database of those to whom the standard was disseminated; sample presentations made at site visits, conferences, and meetings; correspondence; educational survey and final report; business/industry questionnaire; workshop materials; project facts and general information; remediation; revisions; and information on other related projects. (YLB)

ED 461 008   CE 073 961

Development of Vocational Training Systems.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Corporate Support; Developed Nations; Educational Change; *Educational Development; *Educational Innovation; Foreign Countries; Inplant Programs; *Job Skills; Job Training; Lifelong Learning; *Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; Small Businesses; *Vocational Education
IDENTIFIERS- *European Community

The EUROTECNET program was implemented to develop and improve vocational training policies and systems to meet the challenges of change in the economic and social situation through the development of innovative responses and actions. Each Member State of the European Community was asked to identify one issue of strategic and critical importance to the vocational training system that would benefit from a focused examination and debate at a national and European level. As a result, a series of conferences was launched in all 12 Member States. Each dealt with a different theme of critical importance for vocational training systems that was likely to benefit from innovative solutions. The discussions focused on the following topics: the learning organization and reinforcement of quality assurance; role of small and medium-sized enterprises (SMEs); identification of individual competencies; a continuum of lifelong learning; involvement of social partners in the strategy for vocational education; and radical change in companies' in-house training. The following conclusions were reached: training was a part of a comprehensive approach to change; the greatest challenge was unemployment; change was

Family and Consumer Sciences Teachers. December 1996 to January 1998.

PUB DATE- 98

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Child Development; Clothing Instruction; *Consumer Science; Curriculum Guides; Education; *Educational Resources; *Family Life Education; Food; Foods Instruction; Handicrafts; *Home Economics; Home Furnishings; Homemaking Skills; Housing; Learning Activities; Nutrition; Periodicals; Professional Development; *Resource Materials; Secondary Education; Textiles Instruction

This document, which is intended for family and consumer science teachers, contains two lists of recent magazine articles, curriculum guides, bibliographies, videotapes, and other educational resources and references about and for use in secondary-level family and consumer science courses. Included on the first list are the following: 50 magazine articles about foods and nutrition; 45 magazine articles about clothing and textiles; 13 magazine articles about housing and home furnishings; 3 magazine articles about child development; 22 magazine articles about crafts for camp and other activities; and an annotated bibliography of 14 periodicals, videos, curriculum guides, recipe complications, and handbooks devoted to the various topics covered in family life and consumer science courses. The second list contains the following: 135 magazine articles about foods and nutrition; 143 magazine articles about textiles and clothing; 1 magazine article about smart shopping; 13 magazine articles about housing and home furnishings; 36 magazine articles about child and family; 26 magazine articles the home environment; and 4 magazine articles about professional development. (MN)

ED 461 027 CE 076 635

Eckert, Doug

Abundance and Scarcity: A Prospect for Emancipation Using Educational Institutions Where Research and Development Are Change Agents.

PUB DATE- 95

NOTE- 28p.; Research prepared for Research Project 404, Department of Technology Education, West Virginia University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; *Change Agents; *Developing Nations; Economic Development; Educational Needs; Educational Planning; Educational Policy; *Empowerment; Foreign Countries; Needs Assessment; Policy Formation; *Research and Development; School Role; Strategic Planning; Systems Approach; Technological Advancement; *Technology Education; *Theory Practice Relationship

IDENTIFIERS- Central America; Latin America

Two things are required to bridge the technology gap between rich and poor countries that has resulted from the scientific and technological revolution: (1) a national development strategy that places a high priority on studies of global technological strategies for each sector of the economy; and (2) very high level educational institutions equipped to create scientists, engineers, and technologists with the creative capacity to adapt, improve, and innovate and the social conscience to who can approve and facilitate the transition to it. The portfolio careerist--free agent or employee--must acquire and apply self-marketing skills; detective and networking skills to identify job moves; interpersonal skills in conflict resolution; and self-discipline to review worklife objectives and integrate them with lifestyle needs. (YLB)

ED 461 044 CE 082 815

Stevens, Paul
What Works and What Doesn't in Career Development Programs.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; Adult Education; Career Counseling; *Career Development; Career Education; Career Exploration; Career Planning; *Decision Making; Developed Nations; *Employee Attitudes; *Employer Employee Relationship; Foreign Countries; Inplant Programs; Mentors; Promotion (Occupational); Self Evaluation (Individuals); Self Help Programs; *Self Management; Work Environment
IDENTIFIERS- *Australia

Worklife has accumulated information about what employees want in career development support. Education starts by illustrating that career development is about developing the current job and seeking the next. Employees eagerly take responsibility for their career management, but feel they need considerable employer support, especially regarding self-assessment tools. Employees assemble data about preferred skills; career values; primary wants at current career and life stages; belief system; motivated interests; and desired new learning. Workshops are the most popular form of employer-sponsored career support. A challenge for employers is to evaluate and select self-help career planning software. Managers need help to become effective career coaches. Employees who have been inspired to undertake career exploration within their current employment environment must be able to approach people who provide information frankly. A significant majority of employees want more variety in their job tasks--new learning. Employees falter at the decision-making stage. A mentor support program has substantially improved employee and employer results. Employees should be encouraged to investigate and target jobs currently occupied; succession matrices can be maintained. Career development programs may fail if they do not address these issues. Managers are needed who persuade, not give orders; know how to coach and build consensus; and add value by negotiating job assignments with people. (YLB)

ED 461 045 CE 082 817

Weber, Kirsten
Aggression, Recognition and Qualification: On the Social Psychology of Adult Education in Everyday Life. Publications from the Adult Education Research Group .
PUB DATE- 01
NOTE- 40p.; Paper no. 13 from the Life History Project. Paper presented at the European Society for Research on the Education of Adults (ESREA) Education Research Conference, "Wider Benefits of Learning: Understanding and Monitoring the Consequences of Adult Learning" (Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English

Development; Program Evaluation; Secondary Education; Volunteers; Youth Problems

Growing evidence indicates that teen courts give a community's children and adults a practical response to the problems associated with delinquency, traffic safety, and substance abuse. Developing and implementing teen courts requires a collaborative effort and juvenile justice agencies need baseline information that will aid them in creating teen court programs as viable alternatives for juvenile offenders. A description of the teen court program, along with baseline information, are provided in this guide. The text examines the teen court concept in depth, giving a history of its effectiveness. No particular program model is endorsed, but examples and descriptions are provided to illustrate the variety of ways teen court programs operate. Detailed information is given on organizing the community, developing a program purpose and goals, designing program services, developing a program model, recruiting and training volunteers, as well as program evaluation and on legal issues. At the end of each chapter are checklists that summarize the chapter's material and directions for guiding program developers. Seven appendices include: sample resources for program development and implementation, sample teen court program brochures, a teen court directory, sample forms, sample courtroom protocol, sample volunteer resources. and sample program evaluation resources. (Contains approximately 100 references.) (RJM)

ED 461 062 CG 027 835

Kottler, Jeffrey A.
Succees with Challenging Students. Practical Skill for Counselors.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Behavior; Adolescents; Children; Elementary School Students; Elementary Secondary Education; *High Risk Students; *School Counseling; School Counselors; Secondary School Students; *Student Behavior; Student Evaluation; Teacher Attitudes; *Teacher Student Relationship

In traditional educational training, school personnel have not been prepared to deal with the challenging problems that they must too often face: gangs, violence, sexual abuse, addictions, and other problems. Step-by-step instructions for dealing with such challenges are offered in this text. Designed for school counselors and teachers who use counseling skills in their daily interactions, the book provides educators with a model for understanding why some students appear to be so resistant, unmotivated, and difficult. Based on the literature and on extensive interviews with counselors in the field, numerous strategies are offered for school personnel. Chapter 1 examines those students who counselors see as being most difficult and offers ways to identify these students. Chapter 2 looks at why some children act so belligerently. Chapter 3 helps the reader to look inward before exploring creative ways to break an impasse. Chapter 4 contains a catalog of things that counselors can do differently and provides rules of engagement. Chapter 5 deals with difficult colleagues and suggests ways to approach them. The text concludes with a review of major concepts. (Contains 22 references and an index.) (RJM) designed to provide a comprehensive reference for school psychologists on contemporary research and perspectives related to quality professional services. The information emphasizes a problem-solving approach to professional practice to improve student performance and enhance educational success in a demonstrable manner. The two volumes are divided into four parts with chapters clustered around the concepts of professional focus, improving student performance, assessment domains and special populations, and appendixes with practical reference materials. The chapters in Part 1 are related to the enhancement of professional services and the topics range from revisiting the shifting paradigm in school psychology to the standard topics on ethics, supervision, and accountability. Part 2 contains topics on interventions to improve student academic and behavioral performance. Part 3 considers assessment domains and special populations. Part 4 provides a set of appendices for reference which include standards, a listing of training programs across the country, and a full listing of National Association of School Psychologists position statements, training standards, and ethics. (Contains 48 tables, 101 figures, 4 appendixes, and over 900 references.) (JDM)

ED 461 085   CG 031 522

Brock, Stephen E., Ed.; Lazarus, Philip J., Jr., Ed.; Jimerson, Shane R., Ed.
Best Practices in School Crisis Prevention and Intervention.
PUB DATE- 02
NOTE- 807p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehensive Programs; Counselor Training; *Crisis Intervention; Elementary Secondary Education; Integrated Services; Intervention; Posttraumatic Stress Disorder; Prevention; *School Counseling; *School Counselors
IDENTIFIERS- Loss; Traumas

This publication on best practices in crisis prevention and intervention is divided among the concepts of primary, secondary, and tertiary prevention. The introductory chapter examines crisis theory and establishes a foundation for the comprehensive crisis prevention and intervention team. It also attempts to bridge the gap between theory and crisis intervention. Section 2, "Primary Prevention: Preventing and Preparing for Crisis Events," presents chapters that address preventing and preparing for crises. Sections 3, "Secondary Prevention: The Immediate Response to Crisis Events," and 4, "Secondary Prevention: Responding to Specific Crises," present chapters containing information that can be useful when responding to crises. Section 5, "Tertiary Prevention: Long-Term Treatment of Traumatized Individuals," offers a review of long-term rehabilitation issues associated with crisis, trauma, and loss. Although the activities described in Section 5 may be beyond the scope of the school-based crisis team, the information is included to explain how long-term treatment may be warranted with posttraumatic stress disorders. The chapters in Section 6, "Special Issues in Crisis Prevention and Response," look at additional issues crucial for the response to a crisis. Chapters are included on crisis prevention and the

PUB DATE- 97
NOTE- 6p.; Produced by the NCTE Committee on Storytelling. Contributor was Felice Kaufman.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Learning Activities; Oral Tradition; *Story Telling; Teacher Role; Teaching Methods
IDENTIFIERS- Oral Presentations

Once upon a time, oral storytelling was the medium through which people learned their history, settled their arguments, and came to make sense of the phenomena of their world. Then along came the written word, and respect for storytelling as a tool of learning was almost forgotten. Storytelling is relating a tale to one or more listeners through voice and gesture. Both tellers and listeners find a reflection of themselves in stories. Story is the best vehicle for passing on factual information. Children at any level of schooling who do not feel as competent as their peers in reading or writing are often masterful at storytelling. Teachers who tell personal stories about their past or present lives model for students the way to recall sensory detail. Storytellers can draft a story the same way writers draft. Storytelling is an unsurpassed tool for teaching students to learn about themselves, about the ever-increasing information available to them, and about the thoughts and feelings of others. (RS)

ED 461 106 CS 216 054

Laughlin, Rosemary
A Wreath for Veterans Day. Teaching Ideas and Topics.
PUB DATE- 95
NOTE- 10p.; Excerpted from "Notes Plus" (October 1995), published by NCTE. Contributor was Felice Kaufman.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English Instruction; Grade 11; High School Students; High Schools; Holidays; *Poetry; *Veterans; *Writing Assignments; Writing Strategies
IDENTIFIERS- *Veterans Day

A high school English teacher used her weekly Impromptu Poetry session to find out what 11th graders thought veterans had accomplished. The teacher developed a writing prompt that asked the students to describe a family member who had served in the military and to show what they understood about that person. Students who did not have a family member who served in the military were asked to write about how they felt about the military, for example, or war. The students then discussed the similarities and differences in the poems and grouped the poems into categories. Students recopied their poems on small squares of paper and arranged these in the form of a wreath on the bulletin board, edged with flowers from a catalogue and with photos of some of the veterans in the center. Parents waited by this board for parent-teacher conferences and expressed how interested and moved they were by these poetic histories. (Contains eight student poems and the teacher's sample poem.) (RS)

ED 461 107 CS 216 060

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Health; Class Activities; Elementary Education; *Health Education; *Health Promotion; Learning Activities; Preventive Medicine; Teaching Guides; *Viruses
IDENTIFIERS- *Health Communication; *Immunology

This "Five Kids & a Monkey" health education series intended for elementary age students, takes readers on all kinds of adventures. In this first series, the characters explore the inner workings of a human mouth, take a wild ride through a virus command center or race all around town to save their pal Munchie from a terrible case of "health horribilis." Along the way, they're going to need help from readers in deciphering tough codes, uncovering hidden clues, and unraveling riddles. Readers aged 7 to 11 will love following the mazes, completing rhymes, and playing detective as they and the Kids piece together the information needed in order to solve each case. Packed with information and loaded with fun, each 32-page book in the series concludes with experiments and/or activities so learning can continue long after the story has ended. All the while, readers will be using critical thinking and reasoning skills. Lessons in character traits--loyalty, honesty, and responsibility--are threaded through each story. A unit study guide with activity ideas and five reproducible handouts for each book are also available. (SR)

ED 461 127 CS 509 707

Jackson, Chiriga L.
Creative Dramatics as an Effective Teaching Strategy.
PUB DATE- 97
NOTE- 45p.; M.A. Thesis Project, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Case Studies; Class Activities; *Creative Dramatics; Grade 6; *Instructional Effectiveness; Intermediate Grades; Language Arts; Mathematics Instruction; Social Studies; Teacher Attitudes; Teaching Experience
IDENTIFIERS- Drama in Education

This project focused on the use of creative dramatics as a teaching tool in core academic subject classrooms. Research has shown that student-centered instructional activities, such as the use of creative dramatics, allow students to construct knowledge and make meaningful the new concepts being learned. This case study describes the classroom experiences of a sixth-grade math and remedial reading teacher and a sixth-grade language arts and social studies teacher who use creative dramatics as a teaching tool. As a result of using creative dramatics in teaching subjects such as language arts and social studies, both teachers have witnessed gains in the cognitive and social development of their students. (Contains 13 references.) (RS)

ED 461 128 CS 510 634

Soder, Roger
The Language of Leadership.
PUB DATE- 01
NOTE- 211p.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; *Disabilities; *Disability Discrimination; Educational Discrimination; *Educational Sociology; Elementary Secondary Education; *Marxian Analysis; Power Structure; Social Bias; Social Structure

Within the current historical crisis of transnational capitalism, disabled people are finding themselves increasingly at risk. It is essential to (re)theorize the category of disability, particularly in critical response to the emancipatory possibilities offered through "border pedagogies." The paper locates the conceptual category of disability as the central ordering force within the social relations of schooling in much the same manner as theorists of race, class, gender, and sexuality have done before and ask the following questions: What does disability mean within the current global capitalist economy? How has global capitalism historically maintained the marginal "otherness" of disability? In what ways is disability related to the other social differences produced through race, class, gender, and sexual orientation? Through these questions that locate disability as the central analytic within the social relations of schooling, the paper demonstrates how this move will not only destablize the discursive meanings of disability, but will also challenge and reconstitute the historical, economic, political, and cultural structures that construct and shape lives in schools and therefore in society at large. A historical materialist analysis can foreground the necessity to transform the exploitative capitalist social relations that have historically marginalized disabled subjects. (Contains 54 references.) (LMI)

ED 461 149 EA 028 533

Southard, Margarida; Muldoon, John; Porter, Phyllis; Hood, Dwight
School Councils' Perceptions of Site-Based Decision Making: Challenges and Benefits.
PUB DATE- 97
NOTE- 105p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decentralization; *Decision Making; Elementary Secondary Education; Empowerment; *Participant Satisfaction; *Participative Decision Making; *School Based Management
IDENTIFIERS- *Leon County School District FL; *School Councils

In 1990, the Leon County Public Schools (FL) implemented a voluntary school-based, decision-making (SBDM) council. This paper presents findings of an evaluation of the SBDM system in the school district conducted after 5 years of activity. Data were obtained from interviews with 61 principals and 34 site-council chairs and from a survey of 206 out of 1,104 former members of school councils. The majority of respondents viewed shared decision making as a means for empowering and involving stakeholders and for developing feelings of ownership. Most council decisions involved the budget and curriculum. Overall, respondents expressed a high level of satisfaction with the SBDM process. However, three-fourths of the respondents commented on barriers that impeded success: lack of time; the types of public-private partnerships that have been developed and the mechanisms used to attract private resources. Specifically, private support giving in the Los Angeles-area schools is examined. The results are based on interviews of superintendents, principals, school district staff, and local education foundation representatives in fall and winter 2000. Section 1 is an introduction. Section 2 examines what is currently known about private support of public schools. Section 3 explains the research methodology. Section 4 summarizes the answers to several questions: Who are the private givers? How do schools attract private support? What type of support is provided, and how are the contributions used? Section 5 shares the lessons learned about effectively raising private support. In addition to numerous tables of data, three appendices explain interview protocols. (Contains 100 references and 27 endnotes.) (RKJ)

ED 461 169 EA 031 379

Student Achievement in Edison Schools: Mixed Results in an Ongoing Enterprise. Research Report.
PUB DATE- 98
NOTE- 100p.; Marcia Reecer and Bella Rosenberg contributed extensively to revisions and Doug Ross helped prepare the final manuscript.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Education; Middle Schools; *Private Education; *Proprietary Schools; Tables (Data)
IDENTIFIERS- *Edison Project; Success for All Program

A study examined student achievement in selected Edison schools through an analysis of test-score data. To qualify for the study, each school had to be in operation for more than 1 year and had to have solid student testing data from a solid evaluation design. Eight schools were selected, and their reading data were compared with those of comparable public schools. Overall the Edison results were mediocre, small to moderate, or not statistically significant. Generally, the results are not as good as the results for an average fully implemented Success for All program. Edison schools do use the Success for All reading program, operate with a longer school day and year, and offer a full-time kindergarten with an academic program. However, the Success For All program is only partially implemented, half the teachers have less than 5 years of experience, teacher turnover is 25 to 40 percent, and the class size averages 28 students. The number of free-lunch students is declining. By limiting enrollment and having waiting lists, the schools' management keeps costs down. In addition to local and state funding, investors fund technology, consultants, and staff development. Edison has a national reputation and excellent funding, but it may not be living up to its claims. (Contains 21 references.) (RKJ)

ED 461 170 EA 031 452

King, Matthew, Ed.
Partners in Progress: Strengthening the Superintendent-Board Relationship. New Directions for School Leadership.
SPONS. AGENCY- Harvard Univ., Cambridge, MA. International Network of Principals' Centers.
PUB DATE- 99
NOTE- 85p.; Published quarterly.

participating Indian communities. (Contains 17 references.) (DB)

ED 461 188 EC 304 943

Marshall, Catherine A.; Longie, Bryan J.; Miller, Jannell F.; Cerveny, Lee K.; Monongye, Dushon
A National Survey of Indian Health Service Employees and the Development of a Model Job Training Demonstration Project: Identifying Work Opportunities for American Indians and Alaska Natives with Disabilities. Executive Summary.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; *American Indians; Demonstration Programs; *Disabilities; Employee Attitudes; Employer Attitudes; *Employment Opportunities; Employment Potential; Federal Government; *Job Training; Models; National Surveys; On the Job Training; Severe Disabilities; *Supported Employment; *Work Environment
IDENTIFIERS- *Indian Health Service

This project involved a national survey of Indian Health Sevice (IHS) agencies to assess the working environment, the extent to which IHS agencies employ and provide support services for persons with disabilities, and the need for program and consumer services to enhance the employability of American Indians with disabilities. A total of 676 interviews with IHS employees (62 percent American Indian) with disabilities, supervisors, co-workers of employees with disabilities, and other employees was conducted. The survey found that employees believed their work sites were accessible but needed to learn more about disability issues. Employees with disabilities believed that IHS needs to take specific steps to recruit persons with disabilities. The project also developed and pilot tested a supported employment job training model to demonstrate effective practices in hiring and providing support services to American Indians with disabilities. Supervisors and a job coach worked with nine trainees (six of whom had severe disabilities) to provide on-the-job training and solve work-related issues. An unanticipated outcome of the pilot project was the amount of emotional support the trainees needed to sustain their involvement. Recommendations focus on training costs, provision of psychological counseling to trainees, and staff requirements. (DB)

ED 461 189 EC 305 503

Mellard, Daryl, Ed.
Symposium on Accommodating Adults with Disabilities in Adult Education Programs. Proceedings of the NAASLN National Association for Adults with Special Learning Needs Conference (6th, New Orleans, LA, September 26-28, 1996).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 124p.; For selected individual papers, see EC 305 504-506. Accompanying videotapes not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

Chen, Deborah
What Can Baby See? Vision Tests and Interventions for Infants with Multiple Disabilities. Videotape .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.; Accompanying guide is not longer available.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Child Development; *Clinical Diagnosis; Disability Identification; *Early Identification; *Early Intervention; Emotional Adjustment; Evaluation Methods; Infants; *Multiple Disabilities; Parent Attitudes; *Parent Participation; Toddlers; Videotape Recordings; Vision Tests; *Visual Impairments; Visual Perception

This videotape explains common vision tests used with infants with multiple disabilities, shows how to gather information from parents on their children's use of vision, and demonstrates selected early intervention strategies for encouraging infants and young children with multiple disabilities to use their vision in functional ways. The videotape is organized into the following segments: vision tests for infants, which demonstrates tests for checking infants' ocular health, fixation and eye alignment, pupillary response, refractive error, and visual acuity; corrective lenses, which highlights the importance of consistent use of lenses for infants with refractive errors; a discussion between parents and an early interventionist focused on an infant's diagnosis and his use of vision; a discussion between parents and the early interventionist focused on a toddler's diagnosis and their observations of his developmental skills; and parents discussing reactions to their children's diagnoses and feelings about parenting. (DB)

ED 461 207 EC 306 185

Reiman, John
MILE Curriculum and Nine CD-ROM Lessons .
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 360p.; CD-ROMs not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Adolescents; Adult Education; *Banking; *Curriculum Development; Daily Living Skills; *Deafness; Feedback; Generalization; Instructional Materials; Lesson Plans; *Money Management; *Multimedia Instruction; *Optical Data Disks; Rehabilitation; Secondary Education; Sign Language; Surveys; Teaching Methods; Visual Aids; Vocabulary Development

This curriculum on money management skills for deaf adolescent and young adult students is presented on nine video CD-ROMs as well as in a print version. The curriculum was developed following a survey of the needs of school and rehabilitation programs. It was also piloted and subsequently revised. Each teaching segment is presented in sign language by a deaf instructor. If appropriate, visual aids are also used. At the end of the segment, the teacher signs a question that probes student learning of the new information and the question adolescents. It emphasizes that children and adolescents can have mental health problems, that these mental health problems can be severe, and that these problems are common in young people. Some causes of mental health problems are identified, such as exposure to environmental toxins, violence, or chronic poverty. Warning signs of possible mental health problems are listed, such as feelings of sadness and hopelessness, anger, and fearfulness and big changes in behavior patterns. Mental health problems are seen as limiting young people and as leading to such problem behaviors as substance abuse or law breaking. A variety of mental health services are listed, although it is stressed that finding the right services requires an individualized approach. The fact sheet ends with a plea for more public awareness concerning the needs of an estimated two-thirds of young people with mental health problems who are not receiving any services. (DB)

ED 461 227 EC 306 751

Accommodating Adults with Disabilities in Adult Education Programs: Project Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 366p.; Three of the guides appended to this document have been separately analyzed, see EC 306 768-770.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Accommodations (Disabilities); *Adult Education; Adult Learning; Adults; Case Studies; Demonstration Programs; *Disabilities; Field Tests; *Inclusive Schools; Individual Development; Mainstreaming; *Material Development; National Surveys; School Community Relationship; Self Advocacy; Student Evaluation; Student Rights; Teaching Methods; Teaching Models
IDENTIFIERS- Employment Accommodations (Disabilities)

This final report and associated materials describe a 3-year research and demonstration project whose purpose was to provide adult educators and adults with disabilities with validated accommodations useful in instruction and assessment. These accommodations were intended to help individuals with disabilities understand their legal rights, meet their educational needs, and better function in employment and community settings. The three phases of the project involved: first, a descriptive phase involving a national survey of adult education programs, a state survey of enrollees, and a case study of one local program; second, the product development phase, which resulted in a procedural guide based on the Ecology of Human Performance model, and adult educator and learner handbooks; and, third, the field testing and dissemination phase, which involved field testing of the materials at 10 sites in 8 states. Appended are project technical reports, analysis of survey and interview results, and field test results. Also included are the materials developed by the project which include an implementation guide, the adult educator handbook of rights and responsibilities, the learner handbook, the procedural guide, a guide to self-advocacy, a compendium of materials, and duplication masters. (Contains 14 references.) (DB)

ED 461 228 EC 306 768

as one measure in the identification of gifted students. Part 1 explains the judgmental and empirical procedures used to revise the items on the original SRBCSS-R and the methods for conducting two field test administrations of the revised scales. It also presents the results from the analyses and the reliability and validity evidence. Two tables summarize the construct validity data and the criterion-related data on teacher judgment measures. Part 2 provides instructions for administering and interpreting the SRBCSS-R and describes purposes for using the scales, guidelines for using the scales correctly, a teacher training exercise, and how to establish local norms. Five appendices include: the second field test version of the SRBCSS-R, a brief scale for rating student performance in a gifted program, a sample SRBCSS-R, the full teacher-training exercise for using the SRBCSS-R, guidelines for calculating local percentile rank norms, and an article, "A Practical System for Identifying Gifted and Talented Students" by Joseph S. Renzulli. (DB)

ED 461 246 EC 308 796

Services for Alabama's Children with Disabilities, Ages Birth through 5. Handbook. Revised.
PUB DATE- 00
NOTE- 37p.; Bulletin 2000, No. 47.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Developmental Delays; *Disabilities; *Early Identification; *Early Intervention; Eligibility; Infants; *Preschool Education; Special Education; Toddlers; *Transitional Programs
IDENTIFIERS- *Alabama

This handbook for parents and professionals describes Alabama's early intervention and preschool educational system for young children with disabilities. A list of common special education acronyms precedes the guide's four main sections. Section 1, on the state's early intervention system for infants and toddlers, includes the program's purposes and underlying principles, the definition of "infants and toddlers with disabilities," eligibility information, the areas of child development, and the four steps for identification or referral, evaluation and assessment, development of the Individualized Family Service Plan, and delivery of early intervention services. Section 2 addresses transition from early intervention to preschool special education including who is involved in transition activities, pre-transition activities and the eight steps of the transition process from referral through after-transition activities. Section 3, on preschool special education, considers who pays for special education services, the rights of children and parents, eligibility, and Alabama's definition of "developmental delay." The final section lists resources including local Alabama special education offices, early intervention system offices, toll free numbers of national organizations, and frequently called numbers of Alabama resources. Appended are a chart describing the Special Education Process Initial Referral through IEP Implementation and a chart comparing and contrasting Part C (Early Intervention) and Part B (Special Education). (DB)

ED 461 247 EC 308 807

weight and coverage of evidence for statements framed in more recent educational/psychological paradigms is outlined, with examples. (Contains 26 references.) (Author/MSE)

ED 461 266 FL 024 689

Kamisli, Sibel; Dugan, Sean
Nonnative Speakers' Speech Perception of Native Speakers.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Intelligence; *Native Speakers; *North American English; Oral Language; Personality Traits; *Pronunciation; Second Language Learning; Student Attitudes; Teacher Characteristics

This study investigated how educated non-native speakers of English perceive three distinct accents of American English (Eastern; African American; and Southern) and make judgments of the speakers' background, intellect, ability, and character that might affect their employment overseas. Subjects were 53 native speakers of Turkish, (44 females, 13 males, aged 18-20), students at an English-medium university in Turkey. They listened to recordings of three male individuals with the different accents in mock employment interviews, then role-played a language center director assessing the candidates on their teaching ability and knowledge of subject matter, successful adjustment to Turkish culture and specifically its educational system, and their estimated length of stay in Turkey. Eighteen pairs of personality traits were considered. Results indicate that accent has an important impact on evaluation of the speaker, and may affect employment opportunities. The subjects rated the individual with a Southern accent highest, the Eastern accent second, and the African American lowest. However, ratings of the last two did not differ greatly from each other. (Contains 24 references.) (MSE)

ED 461 267 FL 024 706

Marlett, Stephen A., Ed.
Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 41.
PUB DATE- 97
NOTE- 66p.; For individual papers, see FL 024 707-713. For volume 40, see ED 400 694.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Dictionaries; Discourse Analysis; English; Interpersonal Communication; *Intonation; Kinship Terminology; *Language Patterns; Language Research; *Linguistic Borrowing; *Linguistic Theory; Literary Genres; *Literature; *Morphology (Languages); Phonemics; Phonology; Pragmatics; Quechua; Spanish; Syllables; Uncommonly Taught Languages
IDENTIFIERS- Seri; Zapotec

The collection of seven working papers in linguistics includes: "Proceeding from Syllable Inventory to Phonemic Inventory in the Analysis of Liangshan Yi (Andy Eatough); "Empty Consonants in Root-Medial Position" (Stephen A. Marlett); "What Is Literature? A Definition Based on Prototypes" (Jim Meyer); "Seri Dictionary: People and Kinship Terms" (Mary B. Moser, Stephen A. Marlett); "An OT Account of Laryngealization in

Hamann, Edmund T.; Zuliani, Ivana; Hudak, Matthew
English Language Learners, the Comprehensive School Reform Demonstration Project, and the Role of State Departments of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 33p.; Patti Smith and Brett Lane also contributed to this study.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Students; Educational Change; Educational Discrimination; Educational Planning; Elementary Secondary Education; *English (Second Language); Equal Education; *Limited English Speaking; Minority Group Children; Second Language Learning; *State Departments of Education
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

This report examines responsiveness of the federally-supported Comprehensive School Reform Demonstration (CSRD) to English language learners (ELLs), highlighting the role of state education agencies (SEAs). By analyzing references to relevant terms (e.g., limited English proficiency, English as a Second Language, Spanish-speaking students, bilingual education, and Title VII) in seven states' CSRD applications and requests for proposals, researchers examined whether those states remedied three CSRD oversights (whether states recognized and moved to remedy unnecessary dichotomization between school reform and the movement to make schools ELL responsive; whether SEAs ever reversed the pattern of first designing a reform and then adapting it to ELLs; and whether SEAs overtly addressed the reality that ELLs fare as poorly in school as any identifiable population). Results indicate that an opportunity to remedy CSRD oversights regarding ELLs was largely missed when states did not consider them explicitly as they formulated CSRD strategies. SEAs were ELL responsive in CSRD planning only through general instructions to include all students. Two appendixes contain references to ELLs and/or programs serving ELLs in various states' CSRD applications and references to ELLs and/or programs that serve ELLs in federal CSRD guidelines to states. (Contains 28 references.) (SM)

ED 461 290 FL 027 120

Hyon, Sunny; Chen, Ron
University Faculty Writing and EAP Education: Beyond the Research Article.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *English for Academic Purposes; Graduate Study; Higher Education; *Teacher Attitudes; *Writing (Composition); Writing Instruction

This study examined full-time college faculty members' beliefs about various aspects of faculty work-related writing. Surveys asked about the amount of time faculty spent writing texts related to teaching, research, and services; rhetorical elements faculty believed they attended to when writing the

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; *Dramatics; Elementary Secondary Education; Higher Education; Student Motivation; *Teaching Methods

This book is a guide for teachers that offers an approach to teaching based upon techniques and strategies for the stage. Performance theory is adapted for the non-actor. Using performance theory, an educator is shown how to transform ordinary classroom experiences into occasions that attract and engage the students. Case studies are used to illustrate techniques. Parallels are drawn between the classroom and the stage showing that both are essentially live performances where engagement and delivery are important. To those who reject the notion that instruction can be entertainment, the point is made that without engagement, there is no learning. Specific suggestions are made regarding lessons from the stage that can be applied to the traditional mainstays of teaching lecture and discussion. These lessons include ideas for engaging students fully and for challenging them to think, to consider new possibilities, and to develop new ideas. The role of energy, creativity, and spontaneity as essential qualities to the vitality of instruction are explored, again with ideas from the stage that can be applied in the classroom. There are also examples of exercises and scenes for study to provide material for practice. (Contains 99 references in an annotated bibliography.) (JLS)

ED 461 311 HE 030 142

Neff, Rose Ann, Ed.; Weimer, Maryellen, Ed.
Classroom Communication: Collected Readings for Effective Discussion and Questioning.
PUB DATE- 89
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Class Activities; Classroom Techniques; *Critical Thinking; *Discussion (Teaching Technique); Elementary Secondary Education; Grading; Higher Education; *Questioning Techniques; Seminars; Student Motivation; Student Participation; Teaching Methods

This collection is intended to help teachers encourage active learning by involving students in classroom learning and to encourage teachers to cultivate critical thinking through thought-provoking questions. The readings include: (1) "The Dreaded Discussion: Ten Ways To Start" (Peter Frederick); (2) "Classroom Structures Which Encourage Student Participation" (William H. Bergquist and Steven R. Phillips); (3) "Teaching Using Discussion" (William Ewens); (4) "Improving Discussions" (William E. Cashin and Philip C. McKnight); (5) "Grading Seminar Performance" (Edward G. Clarke); (6) "Designing Discussions as Group Inquiry" (John H. Clarke); (7) "Learning To Question" (Ralph Thompson); (8) "Research Summary: Are Professors Part of the Problem?" (Maryellen Weimer); (9) "Questioning in the College Classroom" (Ronald T. Hyman); and (10) "Planning Questions" (Stephanie Goodwin and others). Chapters include questions for reflection and action. (Individual chapters contain references.) (JLS) sections: (1) "General References"; (2) "Students and Learning"; (3) "Faculty and Staff"; (4) "Finance and Facilities"; (5) K-12"; (6) "Adult/Workforce"; and (7) "Other Resources." (SLD)

ED 461 330 HE 034 609

Diamond, Robert M.
Serving on Promotion, Tenure, and Faculty Review Committees: A Faculty Guide. Second Edition.
PUB DATE- 02
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Faculty Promotion; Higher Education; *Peer Evaluation; Scholarship; *Teacher Evaluation; *Tenure

This handbook contains basic principles for committee members on promotion, tenure, or faculty review committees and discusses basic policy issues related to the assessment of faculty. It also contains disciplinary statements on the work of faculty, useful references and resources, and examples of how to document nonresearch-related scholarly and professional activities. Part 1, "Process," contains these chapters: (1) "Some Basic Principles"; (2) "Important Considerations"; (3) "Documenting and Assessing Faculty Work"; and (4) "In Summary." Part 2, "Resources," continues with chapters: (5) "The Disciplines Consider Scholarship"; (6) "Student Ratings of Faculty: Special Instructional Settings (Selected Examples); (7) "Evaluating Teaching: Selected Additional References"; (8) "Evaluating an Advisor: Selected Items from the ACT Survey of Academic Advising"; (9) "Documenting Effectiveness and Impact as a member of a Team"; (10) "Assessing Collegiality: A Faculty Survey"; (11) "Documenting and Assessing Work of Faculty: Selected Examples"; (12) "Documenting an Instructional Innovation or Use of Technology: Guidelines for Faculty"; (13) "The Teaching Portfolio: Narrative Guidelines for Faculty"; and (14) "Promotion, Tenure, and Faculty Review Committee Checklist." (SLD)

ED 461 331 HE 034 610

Katz, Richard N., Ed.
Web Portals & Higher Education: Technologies To Make IT Personal. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 02
NOTE- 171p.; Sponsored by Oracle Corporation and KPMG Consulting.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Colleges; *Computer Mediated Communication; Higher Education; Information Dissemination; *Information Technology; *World Wide Web
IDENTIFIERS- Campus Portals; *Portal Sites

The chapters of this collection examine a full range of issues that any educational institution must consider before beginning to develop a Web portal, including business challenges, organizational implications, policy choices, and technology concerns. The chapters are: (1) "It's a Bird! It's a Plane! It's a Portal?" (Richard N. Katz); (2) "Customer-Centered

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childhood Needs; *Childrens Television; *Educational Television; Graphs; *Programming (Broadcast); *Public Television; *Scheduling; Strategic Planning; Television Viewing
IDENTIFIERS- *Public Broadcasting Service

Scheduling the morning "kiddie" block has become an important issue since PBS's (Public Broadcasting Service) 1990-91 children's initiative. Adding to the mix of children's programs is the upcoming "PTV, The Ready to Learn Channel on PBS." This services promises more children's titles as well as more hours of material for stations to manage. Ten model stations will be airing one of its two different schedules during the start-up period. Stations that are not airing "PTV" are faced with putting all the pieces of this puzzle together properly to provide service to small children. This report addresses this issue by examining weekday morning schedules and associated ratings on 6 selected stations during November 1993 and offers guidelines on putting together the morning schedule. Some best-case examples of what can be accomplished using sound scheduling strategies are looked at. Then, less successful strategies are discussed in order to show what should be avoided. Graphs show various station schedules, kid 2-5 ratings, and kid 2-5 PUTs (persons using television) across the Monday through Friday morning block. The graphs basically provide a visual representation of kids' shares across time. (AEF)

ED 461 354   IR 018 202

Harris, David
Schools Network Evaluation. Phase Two.
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; *Educational Resources; Elementary Secondary Education; Foreign Countries; *Information Systems; Internet; Pilot Projects; Use Studies; Users (Information)
IDENTIFIERS- *New Zealand

This report represents the phase two evaluation of the New Zealand Ministry of Education's "School's Network," or "Schoolsnet." The Schoolsnet is a computer service offered by the Ministry of Education as a pilot project that allows teachers and students to gain access to a computer-based communications and information system. One hundred sixty-two schools took part in the evaluation, and staff and students answered questionnaires, participated in interviews and observations, or were involved in the pilot process. Use of Schoolsnet by teaching staff and students in elementary, secondary and area schools is examined, as well as the value of Schoolsnet to education. The specific aims of the study included: (1) to find out about the user population in terms of who uses it, their extent and purpose of use, what features of the Schoolsnet were used, and what was the level of Internet use from Schoolsnet; (2) to determine what influences a person's "three phases of use of the Schoolsnet" (exploration, discovery, and promotion); (3) to explore how the curriculum content and features of the Schoolsnet have enhanced the learning process; (4) to study how physical and environmental features affect the use of Schoolsnet; (5) to determine what is

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Bibliographic Databases; Education; *Educational Resources; Federal Programs; *Information Centers; *Information Services
IDENTIFIERS- *Educational Information; *ERIC; ERIC Clearinghouses

Data quality and speed in data processing profoundly affect service provided to the Educational Resources Information Center's (ERIC's) broad audiences. With these factors in mind, a new technology infrastructure for processing records has been acquired and is scheduled for implementation. The story of how the ERIC database is being constructed is featured in this annual report, as are highlights of recent acquisitions. A review of the year 2000 includes discussion of the ERIC database growth in 2000; database content; database access; document delivery; information sharing; and system-wide improvements. The individual ERIC Clearinghouses and support components also report their accomplishments and provide lists of their best-selling publications and recent ERIC Digest titles. A description of ERIC's users services--which include reference and retrieval services, access to Internet resources, literature searches, bibliographies, identification of popular documents, and referrals to other sources of information--is provided. An ERIC system directory and an outline of the ERIC budget are also included. (AEF)

ED 461 373 IR 021 038

Progress Report on the Long-Range Plan for Technology, 1996-2010. A Report to the 77th Texas Legislature from the Texas Education Agency.
PUB DATE- 00
NOTE- 35p.; Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives and the members of the Seventy-Seventh Texas Legislature. For the report to the 76th Texas Legislature, see ED 449 792.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; Learning Centers (Classroom); State Action; State Programs; *Statewide Planning
IDENTIFIERS- Technology Plans; *Texas

In 1996, the Texas State Board of Education adopted the "Long-Range Plan for Technology, 1996-2010," and presented it to the Legislature. In 1998, the first progress report for this revised long-range plan was produced; it detailed the period from September 1996 through August 1998. This second progress report documents accomplishments and activities from September 1998 through August 2000. Highlighted in this report are the collaborations and progress made by the Texas public schools, regional education service centers and the Texas Education Agency toward implementation of this updated plan. This report describes progress on previous initiatives as well as on new projects being undertaken each year. The current Long-Range Plan includes four sections: Teaching and Learning; Educator Preparation and Development; Administration and Support Services; and Infrastructure for Technology. Progress in each of these areas is reported, followed by a discussion of services provided by Texas' 20 education service centers. A revised as needed, with a new fifth year added annually to maintain a rolling 5-year horizon. The report concludes that plans in any area of the college cannot be efficiently managed in the absence of support and cooperation from other areas, making integration of planning, budgeting, and assessment critical. The college's planning and evaluation processes are expected to evolve along with the college. Planners understand and anticipate the changes, and continue to develop and refine planning models. Contains 10 appendices. (NB)

ED 461 393 JC 020 127

Washington Community and Technical Colleges Academic Year Report 2000-01.
PUB DATE- 01
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Basic Skills; *College Faculty; College Transfer Students; *Community Colleges; Curriculum Development; *Educational Finance; Educational Objectives; *Enrollment; Governance; Outcomes of Education; Program Implementation; *Remedial Instruction; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report provides 2000-2001 information on funding, staffing, facilities, and enrollment at all Washington State community and technical colleges. It also includes demographics on student characteristics, enrollment, graduation, and transfer rates. Highlights include: (1) the colleges enrolled the equivalent of 158,192 full-time students; (2) a large number of students were recorded as having taken distance-learning courses; (3) a majority of the students were enrolled in workforce/job preparation education courses; (4) nearly 14,000 current high school 11th and 12th graders were enrolled in early college credit courses at the community colleges; (5) there was an increase in welfare-to-work students; (6) transfer numbers were down slightly from previous years; (7) the community colleges employ over 17,000 staff members and own 2,753 acres of land (14.4 million square feet of facilities); (8) the community and technical colleges' expenditures total over $812.9 million dollars; and (9) approximately 76% ($614.8 million) of revenue came from general and special state funds and student tuition. The report is filled with tables of information. The appendix contains information on full-time student tuition and fees, enrollment figures, statistical publications information, and definitions of report terms. (MKF)

ED 461 394 JC 020 130

Berg, Christine G.
If a Tree Falls in the Forest...Listening for My Students' Voices: A Qualitative Study of "Underprepared" College Freshmen.
PUB DATE- 99
NOTE- 237p.; Doctor of Education Dissertation, Hofstra University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Access to Education; Basic Writing; Case Studies; *College Freshmen; *Community Colleges; *Cultural Context; Early Intervention; *High Risk Students; Interviews; Potential Dropouts; Qualitative Research; Reading Difficulties; Remedial

Abuse; *Family (Sociological Unit); Guns; Homosexuality; *Mass
Media Effects; Mental Health; Motor Vehicles; Position Papers;
Sex Discrimination; Sex Education; Television; Traffic Safety;
*Violence

IDENTIFIERS- American Psychological Association; Anatomically
Correct Dolls; *Disasters; Forensic Psychology; International
Year of the Child; United Nations Intl Year of the Family 1994

This publication documents resolutions of the Council of Representatives of the American Psychological Association (APA) related to children, youth, and families. It includes resolutions on: (1) children's mental health as indicated in Public Law No. 89-97; (2) the national commitment to early child development; (3) corporal punishment in institutions where children are cared for or educated; (4) sex discrimination in child custody issues; (5) the International Year of the Child; (6) psychological abuse of children and youth; (7) television violence and children, including encouraging parental monitoring of children's viewing, reducing televised violence, and supporting relevant research; (8) the establishment of an APA Committee on Children, Youth, and Families; (9) motor vehicle trauma to infants and children; (10) violence against children by governments; (11) the United Nations Convention on the Rights of the Child; (12) an initiative to develop and implement a national strategy for preventing and treating child abuse and neglect; (13) the use of anatomically detailed dolls in forensic evaluations; (14) lesbian, gay, and bisexual youths in the schools; (15) the United Nations International Year of the Family, 1994; (16) firearm safety and youth, including nationwide licensing, reduction of access, and school-based educational programs; (17) violence in mass media, including dissemination of research results, endorsement of warning labels for violent material, revision of the Film Rating System, and reduction of media violence; (18) psychological needs of children exposed to disasters; and (19) access to sexuality education. (Contains 51 references.) (KDFB)

ED 461 414 PS 029 667

Ferguson, E. Elaine; Ferguson, Tammy McCormick; Jacobs, John
Maximizing Child Care Services: The Role of Owners and Boards. A
Discussion Paper and Legislation Review.
PUB DATE- 01
NOTE- 161p.; Funding from Human Resources Development through
Employability and Social Partnerships through their Child Care
Visions program.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Advocacy; *Day Care; *Early
Childhood Education; Ethics; Evaluation; Federal Legislation;
Federal Regulation; Foreign Countries; Governance; *Governing
Boards; Legal Responsibility; Public Relations; *State
Legislation; State Regulation
IDENTIFIERS- Canada

The Early Childhood Development Communique articulated a commitment to increasing positive outcomes for children from birth to age 6 in Canada. Noting that owners and boards of child care programs are charged with providing a quality service to young children and their families, this discussion paper articulates the owners' and boards' responsibilities, the processes used in exercising these responsibilities, and how section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 432 PS 030 160

Curriculum Handbook for Parents, 2001-2002: Grade 6.
PUB DATE- 01
NOTE- 37p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 6 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 6 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 433 PS 030 161

Curriculum Handbook for Parents, 2001-2002: Grade 7.
PUB DATE- 01
NOTE- 41p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

teaching. When the 6-month term ended, Jesse spent the next 5 years finishing high school, working 1 year in a steel mill, and completing college (Lincoln Memorial University, Tennessee) in 3 years. He was hired as the only teacher of 14 pupils at "Winston" High School in "Greenland" County, Kentucky, for $100 a month. During the 8-month school term, he worked harder than the students in order to stay ahead of them. After borrowing money to do graduate work during the summer at Peabody College, he accepted the principalship of "Landsburgh" High School. At the end of the year he again borrowed money to work with the Fugitives (a writers' group) at Vanderbilt University. He went from there to Superintendent of "Greenwood" County schools where his work for reforms made him the target of local politicians. When his contract was not renewed because he was too controversial, he accepted the principalship of "Maxwell" High School where he stayed for 4 years. During this time, he continued to write and to speak at many colleges and universities. After returning from a leave of absence to study abroad, he took a position at a school in Ohio teaching remedial studies and published a local newspaper to publicize his often controversial viewpoints on the Kentucky trustee system, low teacher pay, unequal funding, teacher seniority rights, and the educational system in general. Physically threatened and mentally and emotionally exhausted, he quit teaching to raise sheep, to get married, and to continue to write. (SAS)

ED 461 451 RC 021 525

Benson, Chris, Ed.
Networking across Boundaries.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 50p.; Theme issue. Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; Class Activities; Computer Mediated Communication; Computer Networks; Computer Uses in Education; *Educational Practices; Elementary Secondary Education; Higher Education; Intercultural Communication; Literature Appreciation; *Rural Education; Rural Schools; *Student Projects; *Teacher Collaboration; *Writing (Composition)
IDENTIFIERS- *BreadNet; Networking; Teacher Networks

This theme issue focuses on the challenges and opportunities of online technology as it is used by teachers and students in rural classrooms in Alaska, Arizona, Colorado, Georgia, Mississippi, New Mexico, South Carolina, and Vermont. "Computer Country" (Cynthia Baughman) is an overview of online collaborations of teachers in the Bread Loaf Rural Teacher Network. "Rural Teachers and Students: Connecting and Communicating" (Rocky Gooch) answers teacher questions on the classroom use of BreadNet, Bread Loaf's telecommunications network. "Student, Teacher, and Community Growth at Ganado Intermediate School: An Interview with Susan Stropko" (Chris Benson) describes professional development, technology implementation, student involvement, and goals of a Navajo school in the Bread Loaf network. "Native American Literature and Learning: A Multicultural Sharing" (Lucy Maddox) reports on the networking of Native American teachers. "Walking in Two Worlds: Poetic Explorations across Distances and Differences" part of the report discusses the current status of PROHECO schools, the relationship of PROHECO to community social capital, the educational and cultural relevance of instruction offered by PROHECO schools, the creation of community education associations, teachers shortages and perceived risks of becoming a PROHECO teacher, school buildings, accountability, teacher and parent concerns about the new model, and recommendations. The second part of the report presents an overview of the indigenous peoples of Honduras, their languages, and their political and educational history. EIB accomplishments are reviewed, and the first pilot project merging PROHECO and EIB is described. EIB objectives for 2001-2005 are discussed, as well as the needs for bilingual teachers and culturally appropriate curriculum. (SV)

ED 461 468 RC 023 362

Bottoms, Gene; Feagin, Tom
The 1998 High Schools That Work Assessment: Appalachian Regional Commission (ARC) Sites Are Improving. Research Brief.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Educational Assessment; Educational Counseling; *Educational Improvement; *Educational Needs; High School Seniors; High Schools; Improvement Programs; Mathematics Achievement; Professional Development; Reading Achievement; *School Effectiveness; Science Achievement
IDENTIFIERS- *Appalachia; *High Schools That Work

The 1998 High Schools That Work (HSTW) Assessment report contains good news for HSTW sites in the Appalachian Regional Commission area and provides information on specific practices that need improvement. This research brief summarizes the report's findings. Based on 196 schools in 9 Appalachian states, the report shows that school, district, and state efforts to use the HSTW school-improvement framework are succeeding. Between 1996 and 1998, Appalachian sites showed significant gains in 12th-graders' performance in reading, mathematics, and science. Gains in mathematics and science achievement were related to increased numbers of students completing the HSTW-recommended curriculum in mathematics and science. However, 36 percent of students at Appalachian sites read "below basic"--a level too low for success in a career-pathway job or further education. Appalachian sites scored lower than the 140 most-improved HSTW sites in 1998 in all three areas. Findings and recommendations are presented concerning six challenges facing Appalachian sites: improving the reading, mathematics, and science achievement of career-bound students; raising standards and the quality of instruction in career/technical courses; improving the quality of guidance services and making parents an active partner; and providing staff development to help teachers raise student achievement. (SV)

ED 461 469 RC 023 363

Copus, Andrew; Petrie, Scott; Shucksmith, Janet; Shucksmith, Mark; Still, Margaret; Watt, Joyce
Pre-School Educational Provision in Rural Areas. Interchange 69.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Cognitive Psychology; *Concept Formation; Elementary Education; Epistemology; *Qualitative Research; Science Instruction
IDENTIFIERS- *Conceptual Change Theory of Knowledge

This fun and educational kit is designed specifically for elementary students. The "Kid's PACK" (Population Awareness Campaign Kit) entertains and informs children on the environment and human population growth through stories, games, and concrete ideas for making a difference. In three booklets, the "Kid's PACK" offers elementary students materials to educate and empower: students write their own booklets on their "place on the planet," observe the effects of crowding in a home gardening activity, and "catch" pollution around their neighborhoods. After identifying the challenges of environmental protection and population pressures, children learn how to use the "power of the pen" in crafting measures to newspaper and magazine editors of their favorite publications, as well as to their legislators. The "Kid's PACK" includes zany stickers, brainteasing word games, and a pull-out poster of "Amazing Eco Facts and Figures." (AA)

ED 461 488 SE 060 758

Teen PACK: Population Awareness Campaign Kit.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Educational Foundation of America, Westport, CT.; Geraldine R. Dodge Foundation, Morristown, NJ.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 95
NOTE- 39p.; Supported by the Pew Charitable Trust for Global Stewardship, as well as by the Fred H. Bixby Foundation, and the Orchard Foundation. Teen PACK Coordinator, Pamela Wasserman. Poster not available from ERIC. For kid's version, see SE 060 757.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Action; *Consciousness Raising; Conservation Education; Ecology; *Environmental Education; Futures (of Society); Instructional Materials; Learning Activities; Letters (Correspondence); *Overpopulation; Pollution; Quality of Life; Recycling; Secondary Education
IDENTIFIERS- Environmental Awareness; *Global Awareness

This packet of instructional materials is designed to teach teenagers about the effects of overpopulation on the world and on the individual. Information is presented in three related booklets. The first of the three parts of the "Teen Population Awareness Campaign Kit," illustrates overpopulation through profiles of teens living in Shanghai, Kenya, Barbados, and Southern California. Stories and lessons are followed by facts and figures about overpopulation, stresses on the environment, and essays relating world overpopulation to the individual. The booklet contains suggestions for making personal choices to reduce stress on resources and the environment as well as ideas on topics for school essays or speeches. The second booklet, "Food for Thought", creates a global simulation of demographics and lifestyles in different regions to show how quality of life is affected. This project includes a demographics chart and materials list, script, and instructions for presenting the posing new challenges for companies; innovation was needed; a new focus on the individual was crucial; employees should have core competencies; SMEs must invest in training; and the concept of partnership between industry and the vocational education and training systems must be applied more broadly. The biggest challenge was the acquisition of the new competencies for general workers. (YLB)

ED 461 009 CE 073 962

Human Resource Development and Training Strategies: The Experience and Results of the Eurotecnet Programme. Four Priority Fields of Focus.
PUB DATE- 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; Educational Innovation; Educational Needs; Foreign Countries; Inplant Programs; Instructional Innovation; *Job Skills; *Job Training; *Labor Force Development; Needs Assessment; *Partnerships in Education; School Business Relationship; Small Businesses; Teaching Methods; *Vocational Education
IDENTIFIERS- *European Community

The EUROTECNET program has been refocused to concentrate more on continuing vocational education as the area of greatest need across the European Community. Four priority fields or domains of innovative activity have been defined for the final 2 years of EUROTECNET. Priority domain 1 is innovative training needs analysis with a special focus on core competencies. A Europe-wide proposed classification categorizes technical, methodological, social, and behavioristic core competencies. Priority domain 2 is transfer of innovative methodologies for the planning and management of training in the framework of human resources development. The company as a learning organization is proposed, with changing roles of managers and workers and an increased role of the social partners in supporting the learning organization. Priority domain 3 is training providers as innovative service centers for enterprises. Requirements are systematic continuing training of employees in small and medium-sized enterprises (SMEs) and a new "training consultancy" approach between training institutions and SMEs. Priority domain 4 is innovative pedagogical methodologies and approaches. Trends in this area are as follows: learning situations closely related to work situations; independence and responsibility of individuals; involvement of all actors in training; and a continuous learning process. Training systems must include partnerships with industry, paradigmatic changes, and a lifelong learning continuum. (Appendices list EUROTECNET national strategic conferences and 49 publications.) (YLB)

ED 461 010 CE 073 963

Severing, Eckart; Stahl, Thomas
Quality Assurance in In-House Continuing Training. Case Studies from Europe.
PUB DATE- 96
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Continuing Education; Developed

evaluate technology's effects beyond its pure economic benefits. Available statistics on the funding of research and development in developed and developing countries throughout the world confirm the importance of establishing mechanisms to promote common social interests in research and education financing. Enabling developing countries to bridge the technology gap requires the establishment of new relationships among research, technological development, and high-level human resources training. Educational, science, and technology policies must be bound strategically to economic and social development plans. Research and teaching centers alike have critical roles to play in translating fundamental research results into improvements in industrial production that will in turn improve individuals' social welfare. Technology must be understood not simply as "applied science" but as "the science of productive work." (Contains 27 references.) (MN)

ED 461 028 CE 076 638

Eckert, Douglas
Portable Weld Tester.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Equipment Utilization; *Industrial Training; *Measurement Equipment; *Technology Education; *Testing; *Welding
IDENTIFIERS- Automobile Industry

This training manual, which was developed for employees of an automotive plant, is designed to teach trainees to operate a portable weld tester (Miyachi MM-315). In chapter 1, the weld tester's components are illustrated and described, and the procedure for charging its batteries is explained. Chapter 2 illustrates the weld tester's parts, specifies their functions, and explains the different pieces of information indicated on the tester's liquid crystal display. The following items are discussed in chapter 3: weld tester assembly, cable positioning, toroidal cable parts and functions, toroidal coil, toroidal connector, toroidal coil setup, and coil fastening. Chapter 4, which details the individuals steps in the weld tester's operation, describes the following procedures: use the 50 Hz/60 Hz switch to set the weld tester's frequency to that of the welder being tested; determine the weld tester's present setting; use the weld tester's range switch; determine the weld tester's present range setting; use the impulse switch to set the tester to the welder impulse being measured; determine the weld tester impulse number setting; use the first cycle switch to set the tester to the welder first cycle being measured; and determine the weld tester first cycle number setting. (MN)

ED 461 029 CE 076 650

Kaufmann, Jill
Bridging into Small Business: A Program for Aboriginal People.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 98
NOTE- 135p.; Videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Aggression; Allied Health Occupations Education; Allied Health Personnel; Developed Nations; Employed Women; Foreign Countries; Intergroup Relations; *Job Training; *Labeling (of Persons); Language Role; Males; Sex Fairness; Sex Stereotypes; Sexual Harassment; *Social Attitudes; Social Psychology; *Social Support Groups; Unskilled Occupations; Unskilled Workers; *Verbal Abuse; Youth Clubs
IDENTIFIERS- *Denmark

This paper discusses the impact of life history and everyday life in the context of training unskilled adults for social work in Denmark. It describes origins of these two texts used as empirical material: a discussion by a group of long-term unemployed skilled adult male workers who went through a 2-year training program to obtain permanent employment as wardens in a psychiatric hospital (traditionally a man's job), and an interview with a mixed gender group of adult workers in youth clubs who completed a 2-year part-time program designed to match their jobs which they kept only if they completed the training. Analysis focuses on "uncouth" outbursts of aggression--on collectively agreed statements about others that were surprising and disquieting in the relaxed, permissive context of research interview and discussion. A passage from the male group is named one of many where the perception of women becomes the discussion's theme and men speak of women who talk about women's things and do their job poorly and about oppression and humiliation of men by women. A passage of the mixed gender group interview is an example of participants' aggressive labeling of student colleagues. The verbal abuse is demonstrated to be rooted in adult students' wish for personal and societal recognition. Finally, the paper elaborates on the underlying understanding of one medium of communication--language. (Contains 42 references.) (YLB)

ED 461 046 CE 082 818

Brauns, Hildegard; Gangl, Markus; Scherer, Stefani
Education and Unemployment: Patterns of Labour Market Entry in France, the United Kingdom and West Germany. Working Papers.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; Comparative Analysis; Comparative Education; Developed Nations; *Education Work Relationship; Educational Certificates; Educational Research; *Employment Patterns; *Employment Qualifications; Entry Workers; Foreign Countries; Outcomes of Education; Postsecondary Education; Secondary Education; *Student Certification; Trend Analysis; *Unemployment; Vocational Education; Young Adults; Youth Employment
IDENTIFIERS- France; United Kingdom; West Germany

This paper explores educational stratification of unemployment in early labor market career; its institutional embeddedness in specific education and employment systems; and youth unemployment in France (F), the United Kingdom (UK), and West Germany (G), which greatly differ relative to major institutional characteristics of education systems and labor markets. Analyses use national Labor Force Surveys data to assess recent trends. The paper relies on single-stage and

ED 461 063 CG 027 931

Reducing Violence: A Research Agenda. A Human Capital Initiative Report.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 96
NOTE- 22p.; Managed by the APA Public Interest Directorate in collaboration with the Science Directorate and Public Policy Office. Published by the Human Capital Initiative Coordinating Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Aggression; Biological Influences; *Causal Models; Children; Cognitive Development; Elementary Secondary Education; *Etiology; Influences; *Prevention; *School Security; Social Influences; *Violence

Violence in America is a public health problem of the highest magnitude. In order to address this problem, the causes of violence and an overview of some effective treatment and prevention programs are presented in this booklet. It focuses on biobehavioral factors (ways in which physiological characteristics influence behavior) and centers on such questions as, "To what extent does the relationship between testosterone and aggression promote aggression?" Research regarding socialization factors underlying violence are also examined, with an emphasis on studies correlating the ways children are socialized during their early years and their propensity to act aggressively and violently. Other conditions behind violence include cognitive factors, which can explain why the more aggressive and violent individuals have different ways of processing information, and situational factors, such as family contexts, mob behavior, alcohol and drugs, and guns. Methods for treating the problem and for preventing violence are presented, including details on treatment models for victims and for assailants. Comprehensive prevention models are likewise detailed, along with suggestions for bridging theory and practice. It is argued that a broad-based research initiative, which supports both basic and applied research, is needed to end violence. (RJM)

ED 461 064 CG 028 233

Gadeberg, Jeanette
Brave New Girls: Creative Ideas To Help Girls Be Confident, Healthy, & Happy.
PUB DATE- 97
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Daily Living Skills; *Decision Making Skills; Elementary Secondary Education; *Females; *Guides; Self Concept; *Self Esteem; *Well Being; Workbooks

This guide, designed to help girls learn more about themselves and what they want from life, presents self-esteem exercises and coping skills. It opens with questions about self-discovery legal and ethical issues. Ideas for future research are also presented. (Contains 5 appendixes, 19 figures, 40 tables, and over 1,000 references.) (JDM)

ED 461 086 CS 012 687

Bufalino, Janet
Pennsylvania Reading Recovery Four Year Report, 1991-1995.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Primary Education; Program Effectiveness; Program Implementation; Reading Programs; *Remedial Reading; *Teacher Education; Training
IDENTIFIERS- Maryland; Pennsylvania; *Reading Recovery Projects; Shippensburg University PA

This report summarizes the development and implementation of Reading Recovery programs in Pennsylvania and Maryland. The first section of the booklet presents a synopsis of the Reading Recovery program. The next section discusses training for Reading Recovery educators. The third section presents a historical overview of the Shippensburg University training site. The fourth section presents a brief overview of Reading Recovery teachers, students and sites for the 1994-95 school year. The last section of the booklet discusses implementation of the Reading Recovery program and research results from the 1994-95 school year. A list of Reading Recovery training sites in Pennsylvania and Maryland is attached. (RS)

ED 461 087 CS 012 703

McCulloch, Myrna
The Riggs Institute: What We Teach.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Childrens Writing; *Handwriting; *Phoneme Grapheme Correspondence; *Phonemes; Phonics; Primary Education; *Reading Instruction; Reading Skills; Spelling; Writing Skills

Phonetic content/handwriting instruction begins by teaching the sounds of, and letter formation for the 70 "Orton" phonograms which are the commonly-used correct spelling patterns for the 45 sounds of English speech. The purpose for teaching the sound/symbol relationship first in isolation, without key words or pictures (explicitly), is to give students the information they need to spell and write, correctly, what they can already hear, say, and comprehend orally. Primary children learn the first 54 phonograms in the first 3 weeks of instruction. The method moves logically and directly from the "known" sounds to teaching the "unknown" symbols which represent them in print. Margins and spacing, as well as letter formation are taught with the sounds using oral dictation. The learned phonograms are then applied in written spelling through an inquiry and dictation process. A mnemonic marking system enables students to automatically see whole words through "sounded" spelling patterns. Students begin oral sentences in the fifth week. Paragraphs, stories, and letters quickly follow. Students are

Guidelines for a Gender-Balanced Curriculum in English, Grades 7-12.

PUB DATE- 97

NOTE- 10p.; Prepared by the NCTE Committee on Women in the Profession.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)

DESCRIPTORS- Authors; *English Curriculum; English Departments; English Instruction; English Literature; *Females; *Fiction; *Gender Issues; Information Sources; North American Literature; *Secondary Education; *Sex Fairness

IDENTIFIERS- Curriculum Balance; *Womens Literature

Noting that women authors are still underrepresented and females are often stereotyped, these guidelines, prepared by the National Council of Teachers of English Committee on Women in the Profession, urge all English Departments to integrate literature by and about women into the curriculum. The guidelines discuss why balancing the curriculum matters and what can be done--offering nine suggestions for action, such as including selections by or about women every quarter of the school year, putting gender balance on the departmental meeting agenda, and inviting a knowledgeable woman writer or critic to speak about women's literature. The guidelines recommend a bibliography on women's literature and several reading selections for information. Also offered is a selected list of recommended books by or about women to help in developing a balanced curriculum for grades 7-12, subdivided into sections on grades 7 and 8, grades 9 and 10, grade 11, and grade 12. A list of short stories, many available in anthologies, is also included. (NKA)

ED 461 108 CS 216 061

NCTE's Position on the Teaching of English: Assumptions and Practices.

PUB DATE- 97

NOTE- 6p.; "Working Paper Developed by the Elem[illegible]ary, Secondary, and College Sections, 1988-89, for Planning an[illegible]rticulation by Council Constituencies."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classroom Communication; *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *English Instruction; Higher Education; Language Acquisition; Language Arts; *Student Evaluation; *Teacher Role; Teacher Student Relationship

IDENTIFIERS- *Knowledge Acquisition; National Council of Teachers of English

Published for planning and articulation by National Council of Teachers of English (NCTE) constituencies, this paper discusses assumptions about learners and teachers, assumptions about knowledge, assumptions about language, and English/language arts practices. Assumptions about learners and teachers discussed in the paper include: every person is a learner; teachers and students are a community of learners; language is the primary medium for teaching, growth, and change; the classroom is an extended community; and the classroom setting

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; Elementary Secondary Education; Higher Education; *Language Role; Leaders; *Leadership; *Persuasive Discourse
IDENTIFIERS- Leadership Effectiveness

This book looks at the relationship between language and effective leadership. It deals with the elements of leadership as applied to those in elected and other public offices--those in schools, such as principals and superintendents, as well as those in higher education--and those in the private sector. It aims to help readers understand the crucial impact of words on their ability to lead, heal, motivate, and chart a path to the future. Drawing from historical and literary sources and contemporary leadership practices, the book examines the art of principled and persuasive arguments. It focuses particularly on the process of gathering evidence on which to support an argument, showing how and where a leader who seeks information has a direct bearing on their legitimacy and credibility. Most importantly, the book addresses the moral and political dilemmas that leaders face and reflects on how a leader can foster a climate of public trust and open inquiry. Chapters in the book are the following: (1) Persuasion: A Critical Function of Leadership; (2) Information Seeking: Principles, Strategies, Costs; (3) The Ethics and Ecology of Persuasion; (4) The Political Context of Leadership; (5) Leadership, Reconciliation, and Reconstitution; and (6) Reflections and Directions. Notes for each chapter are collected at the end of the book. (NKA)

ED 461 129 CS 510 702

Writing User-Friendly Documents: A Handbook for FAA Drafters.
SPONS. AGENCY- Federal Aviation Administration (DOT), Washington, DC.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; Language Usage; *Technical Writing; User Satisfaction (Information); *Writing Skills; *Writing Strategies
IDENTIFIERS- *Communication Context; *Plain English; Writing Models; Writing Style

Studies show that clearly written documents improve compliance and decrease litigation. Writing that considers the readers' need for clear communication will improve the relationship between the government and the public it serves. This handbook contends that the most important goals are to engage the reader, write clearly, and write in a visually appealing style. The handbook then summarizes some of the best techniques to achieve these three goals. Following the overview, it presents detailed suggestions for applying these techniques to writing. Appended are a list of words and expressions to avoid and a list of simpler words and phrases to use. (NKA)

ED 461 130 CS 510 703

principals' difficulties in assuming new leadership roles; and the need for continuous staff inservice, increased representation from different groups, and clarity about the SBDM Central Council and its relationship with the local councils. Six recommendations are included. Copies of the interview protocol, survey, and survey results are included. (LMI)

ED 461 150 EA 028 879

Wilcox, Brian; Gray, John
Inspecting Schools: Holding Schools to Account and Helping Schools To Improve.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 96
NOTE- 164p.; Published by Open University Press. Support also provided by Homerton College, Cambridge and Sheffield University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Case Studies; Educational Administration; *Educational Change; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Inspection; Institutional Autonomy; Observation
IDENTIFIERS- Great Britain; *Inspectors

During the first half of the 1990s, the British government turned inspection into an ambitious instrument of educational policy-making. What happens when schools are inspected is the subject of this book. Based on a 3-year study, it answers such questions as "What happens when the inspectors announce that they intend to call?," "How do inspectors set about their tasks?," "What problems do they encounter?," "How do schools and teachers react to inspectors?," and "What changes as a result of the inspection?" The text explores the aftermath of inspection and the ways in which schools do (or do not) take up the inspectors' challenges. It examines the kinds of recommendations schools find relatively easy to implement and the factors that seem to make a difference in implementation. The chapters focus on the origins and development of school inspection, the claims for inspection, the experience of inspection, methodological problems, the impact of inspection on schools' development, inspection and the case of the "failing" school, and the theoretical perspectives of inspection. Finally, the volume examines issues that schools can expect from future inspections. Three case studies are provided. (Includes a name index, a subject index, and around 150 references.) (RJM)

ED 461 151 EA 028 882

Sandbrook, Ian
Making Sense of Primary Inspection.
PUB DATE- 96
NOTE- 148p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Anxiety; Case Studies; Educational Administration; *Educational Change; Educational Improvement; Elementary Education; Evaluation Methods; Foreign Countries; *Inspection; Institutional Autonomy; Observation
IDENTIFIERS- England

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board Administrator Relationship; Boards of Education; Collegiality; Cooperation; Elementary Secondary Education; Interprofessional Relationship; *Leadership; *Management Teams; Superintendents; Teamwork

This book contains eight articles that explore the relationship between school superintendents and boards of education. In the first article, "Partners in Progress," Matthew King explains that superintendents and boards can model the values and behaviors that they espouse for students and staff when they collaborate. The second article, "Public versus Private Boards: Are They Different?," Daniel S. Cheever, Jr. argues that a skillful chair is critical for effective governance of organizations. In the third article, "Lessons in Leadership," Irwin Blumer, a superintendent, considers the building blocks of successful leadership. Next, in "Communicating with the School Board: Some Practical Observations," Mark C. Smith discusses the need for free flow of information between superintendents and boards. Following this, "A View from Both Sides of the Table" by Harry A. Galinsky, argues that collaboration between boards and superintendents is central to improving student achievement. The sixth article, "Cultural Change at the State Level" by Elizabeth M. Twomey, New Hampshire's commissioner of education, reflects on conflicts that have characterized development of the state's educational policy. In the seventh article, "Minority Student Achievement and Public Discourse," Allan Alson claims that greater candor in public discourse offers hope in resolving disparities in academic achievement. Finally, in the last article, "The Authentic Leader: Surviving and Thriving in Difficult Times," Robert Evans contends that school leaders often have more power and leeway than they use. (RT)

ED 461 171 EA 031 453

Mebrahtu, Teame, Ed.; Crossley, Michael, Ed.; Johnson, David, Ed.
Globalisation, Educational Transformation and Societies in Transition.
PUB DATE- 00
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Community Involvement; Cultural Differences; *Economic Factors; *Educational Change; Elementary Secondary Education; Foreign Countries; Global Approach; Inclusive Schools; Postsecondary Education; *Social Change; Social Influences; Teacher Education

This book originates from an international conference convened in 1998 by the Centre for International Studies in Education and Graduate School of Education at the University of Bristol, United Kingdom. The theme for this conference was "Education at Reconstruction and Transformation." The papers have since been completely rewritten and are joined by several commissioned chapters presented in this book. The book highlights the tensions that exist between the powerful agendas involved with globalization and efforts to improve the quality and relevance of education in societies undergoing change. There are 14 chapters: (1) "Introduction: Educational Development and Social Transformation in a Global Economy" (Teame Mebrahtu, Michael Crossley, and David Johnson); (2) "Globalisation and Its Impact

DESCRIPTORS- Adult Education; Adults; Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; *Disability Identification; Eligibility; *Federal Legislation; Intervention; *Media Adaptation; Mental Disorders; *Testing Problems
IDENTIFIERS- *Americans with Disabilities Act 1990; *Reasonable Accommodation (Disabilities); Rehabilitation Act 1973

This conference proceedings document includes an introduction, papers from all the presenters and respondents, and masters of the overheads used in the presentations. Three videotapes (with a total running time of approximately 4.5 hours) of all the symposium presentations are also included. Presentations include: "The Ecology of Human Performance Framework: A Model for Identifying and Designing Appropriate Accommodations for Adults Learners" (Winnie Dunn and others); "The Americans with Disabilities Act and the Rehabilitation Act of 1973 and Their Application to Educational Issues" (Wendy Wilkinson and Cynthia Dresden), which addresses the definition of disability, documenting disability, testing issues, eligibility criteria, and communication issues; "Intervention Issues" (Richard Cooper), which discusses different disability types, degrees of intervention, and new accommodations; "From Discrimination to Acceptance: Serving People with Psychiatric Disabilities in Adult Education" (Karen V. Unger); and "Is Adult Secondary Education and Adult Basic Education for All?" (Sandra Delgado). With the exception of the last presentation, all presentations include two responses. (Most papers contain references.) (CR)

ED 461 190 EC 305 504

Unger, Karen V.
From Discrimination to Acceptance: Serving People with Psychiatric Disabilities in Adult Education.
PUB DATE- 97
NOTE- 27p.; In: Symposium on Accommodating Adults with Disabilities in Adult Education Programs. Proceedings of the NAASLN National Association for Adults with Special Learning Needs (6th, New Orleans, LA, September 26-28, 1996); see EC 305 503.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Education; Adults; Educational Strategies; Institutional Environment; *Mental Disorders; *Mythology; *Social Change; *Social Discrimination; *Student Characteristics; *Teacher Role

This paper discusses the discrimination against individuals with psychiatric disabilities in educational institutions and how the transition from discrimination to acceptance is occurring. It examines the characteristics of those who return to educational institutions, why they return, and the specific needs of individuals with psychiatric disabilities. The paper explores some of the myths and realities about people with mental illness and discusses how adult educators can assist and support people with mental illness in successfully achieving their educational goals. Quotations from students with mental disorders illustrate what it means to them to participate in an educational process. Two responses to the paper are attached and include positive remarks as well as criticisms, including the criticism that the focus of the paper on discrimination in postsecondary institutions does not discuss the acceptance of individuals with mental disorders in adult basic education appears on the screen with multiple response options. Student response results in either positive feedback and continuation to the next segment or a review of the relevant information and a repeat of the question. Each CD contains six or seven lessons relating to a particular topic. Each lesson includes an introduction, the body of the lesson, and a generalization exercise. The print workbook covers the same material and also includes a glossary, an answer key, and additional information. The nine CDS cover: (1) reading money amounts, (2) writing money amounts, (3) recognizing and reading bills, (4) the bank, (5) bank deposits, (6) bank withdrawals, (7) the deposit slip, (8) recording deposits in the check register, and (9) check writing. (DB)

ED 461 208 EC 306 191

Jones, Melissa M.
Within Our Reach: Behavior Prevention and Intervention Strategies for Learners with Mental Retardation and Autism. MRDD Prism Series.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; *Behavior Change; Behavior Modification; *Behavior Problems; Communication Problems; Developmental Disabilities; Instructional Design; Intervention; *Mental Retardation; *Prevention; Training Methods
IDENTIFIERS- *Functional Assessment; Functional Communication

This booklet explains a system for prevention of and intervention with behavior problems in individuals with mental retardation and autism. The underlying premise is that all behaviors are an effort at communication and that by deciphering the communicative intent or function, one can guide an individual to a more acceptable mode of communication. Other principles of the approach include the importance of distinguishing between punishment and discipline, the importance of the entire behavior episode, and collaborative problem solving. Part 1 focuses on identifying the communicative intent of a problem behavior which usually is about control, attention, or avoidance. Part 2 addresses the specifics of designing the intervention in terms of each of the three goals (control, attention, and avoidance) of communicative intent. A teaching process involving modeling, manding (cuing), independent performance, and fading of support is detailed. Part 3 considers helpful procedures for prevention and intervention, including ignoring, interrupting, redirecting, and rewarding target behaviors. Part 4 offers strategies for proactively managing the home or classroom. Sample scenarios illustrate each component of the system. A glossary is attached. (Contains 20 references.) (DB)

ED 461 209 EC 306 380

Notari-Syverson, Angela; O'Connor, Rollanda E.; Vadasy, Patricia F.
Ladders to Literacy: A Preschool Activity Book and A Kindergarten Activity Book.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Horton, Betty; Hall, Jean
Adult Educator Handbook of Rights and Responsibilities: What Adult Educators Need To Know about Working with Adults with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 36p.; In: "Accommodating Adults with Disabilities in Adult Education Programs: Project Final Report"; see EC 306 751.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Accommodations (Disabilities); *Access to Education; Accessibility (for Disabled); *Adult Education; Adults; *Assistive Devices (for Disabled); Civil Rights; Classroom Environment; *Disabilities; Educational Legislation; Evaluation Criteria; *Federal Legislation; Program Evaluation; School Responsibility; Testing Accommodations
IDENTIFIERS- Americans with Disabilities Act 1990; Reasonable Accommodation (Disabilities)

Intended for adult education administrators and instructors, the purpose of this handbook is to provide practical information on the legal rights and responsibilities of adult education programs and of students with disabilites related to providing and obtaining accommodations. The Handbook contains specific information about disabilities, accommodations, and legal issues. Legal definitions, citations, and explanations are presented in a user-friendly format. Quick-reference lists are provided throughout the text to summarize key points. Samples of a code of conduct, public notice sign, and detailed checklists for determining the accessibility of program communications and facilities are also included. A list of possible accommodations includes the following services: (1) additional time to complete tasks; (2) assistive devices; (3) adaptive tools; (4) taped, large print, or brailled texts; (5) readers; (6) taped, typed, or dictated answers; (7) private work areas; (8) calculators; (9) note takers; (10) repeated instructions; (11) oral or sign language interpreters; (12) modification of existing equipment; (13) written instructions; (14) changes in desk height; and (15) changes in lighting. Guidelines to consider in selecting an accommodation are provided and state accommodations should be based on documented individual needs, allow the most integrated experience possible, not compromise the essential requirements of a course, not pose a threat to personal or public safety, not impose undue financial or administrative burden, and not be of a personal nature. (CR)

ED 461 229 EC 306 769

Mellard, Daryl
Procedural Guide to Accommodating Adults with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 115p.; Written with Mary Pat Gilbert and Kathy Parker. In: "Accommodating Adults with Disabilities in Adult Education Programs: Project Final Report"; see EC 306 751.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Tips for Finding and Serving Children Who Most Need Help in Reading: America Reads Challenge.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Economically Disadvantaged; Elementary Education; Inclusive Schools; Language Minorities; Migrant Children; Minority Group Children; Preschool Education; *Reading Instruction; *Remedial Programs; *Student Participation; *Student Recruitment; Summer Programs; *Summer Schools
IDENTIFIERS- *America Reads Challenge

A central goal of America Reads Challenge sites is to serve children who most need help in reading. This booklet provides tip sheets on finding and serving economically disadvantaged Title I children, children with disabilities, linguistically and culturally diverse children, migrant children, and preschool children so that they can benefit from participation in an America Reads Challenge site. Tips for including children with disabilities include: (1) establish a philosophy of inclusion by building the program on a philosophy that says all children benefit from services that value and recognize the importance of diversity, attracting volunteers who can help support inclusion, and including children with disabilities in promotional materials; (2) make contacts before school ends by contacting the director of special education in the local school district, asking local schools to contact families who have children with special needs, and meeting with teachers and parents of children with disabilities; (3) link volunteers with potential trainers by establishing partnerships with local school personnel and parents; and (4) select sites that are accessible to children and adults with disabilities. A list of organizations is provided for further information about including children with disabilities in the program. (CR)

ED 461 248 EF 005 378

Educational Spaces: A Pictorial Review of Significant Spaces. Volume 1.
PUB DATE- 98
NOTE- 224p.; Published by The Images Publishing Group Pty. Ltd., Melbourne, Australia.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Architects; *Educational Facilities Design; Elementary Secondary Education; Foreign Countries; *Interior Design; Photographs

A pictorial review presents educational facility designs from around the world as examples of contemporary and inspirational trends in school architecture. Photos showcase exterior and interior design features from primary and secondary, and adult educational facilities. Biographies of some of the architectural firms involved are provided. (GR)

ED 461 249 EF 005 634

Cuzco Quechua" (Steve Parker); "High Pitch as a Mark of Respect in Lachixio Zapotec" (Jan Persons); and "Rule-Governed Allomorphy Can Be Suppletive Also" (David Tuggy). (MSE)

ED 461 268 FL 024 707

Eatough, Andy
Proceeding from Syllable Inventory to Phonemic Inventory in the Analysis of Liangshan Yi.
PUB DATE- 97
NOTE- 10p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 41; see FL 024 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Speech); Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); *Phonemics; Spelling; *Syllables; Uncommonly Taught Languages
IDENTIFIERS- Tibeto Burman Languages

This paper analyzes syllables in Liangshan Yi, a Tibeto-Burman language also known as Nosu and spoken in the Sichuan Province of China, and provides a detailed articulatory description of the range of distinctive syllables in the Xide County vernacular. The paper concludes that the phonemicization upon which the standardized version of orthography is based is not an unreasonable one. The analysis looks at patterns in and relationships between tone, phonation type (loose or tight throat), vowel quality, and bilabial trilling. Following an inventory of syllables, a phonemic analysis is presented, and a fourth tone category, a high-mid tone, is identified. (MSE)

ED 461 269 FL 024 708

Marlett, Stephen A.
Empty Consonants in Root-Medial Position.
PUB DATE- 97
NOTE- 5p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 41; see FL 024 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Consonants; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); *Phonology; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Seri

This analysis of verb morphology in Seri finds evidence that empty consonants occur in root-medial position. Analysis focuses on the parallel conjugation patterns of the verbs for "know" and "give," finding an empty consonant slot in the middle of each. This position is never preceded by a consonant, so it never appears as a geminated consonant, but it appears as a glide or as nothing. A distinction is made between long low vowels and sequences of identical short low vowels. It is noted that the data do not provide any more convincing arguments for empty consonant positions than previously presented, but do help document more of what is possible in language. (MSE)

ED 461 270 FL 024 709

Meyer, Jim
What Is Literature? A Definition Based on Prototypes.

text; the degree of difficulty they experienced writing various genres; and their attitudes about how well graduate school prepared them to write certain texts, noting implications of those findings for English for Academic Purposes (EAP) graduate writing courses. Results indicate that faculty writing extends well beyond traditional research genres and includes a number of rhetorically complex teaching and service texts that require close attention both to accuracy and clarity of the message and to appropriate levels of formality and the feelings of the audience. The findings suggest that EAP courses preparing doctoral students for academic careers at U.S. or other universities could usefully incorporate some preparation from less frequently discussed texts in the literature, such as peer evaluation reports that are perceived by faculty as particularly difficult or that require attention to the often tricky interactional features of writing. (SM)

ED 461 291 FL 027 121

Jones, Nathan B.; Wang, Shun Hwa
Applying Communicative Language Teaching in a Taiwanese Elementary School.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual International Symposium on English Teaching (10th, Taipei, Taiwan, November 17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Grade 4; Intermediate Grades; Language Proficiency; Program Effectiveness; Second Language Instruction; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Taiwan

This 3-year study examined a communicative language teaching (CLT) program within a Taiwanese elementary school, investigating whether the program would improve students' English skills, which variables would account for improved English skills, whether participating students would enjoy the program, and implications for teaching English in other Taiwanese elementary schools. A total of 134 fourth graders participated for 3 years in English language lessons taught by both Taiwanese and American native speakers of English. Teachers were trained in CLT and agreed to implement a CLT program within their school. Researchers observed the classes. Students completed pretests and posttests of oral, reading, and writing skills. Students also completed pre- and post-intervention interviews about their experiences with English. At the end of the third year, all 134 students completed written surveys on their perceptions of the quality of their English teaching program. Results indicated that students showed improvement in the development of all examined aspects of their English language skills. Variables influencing their improved English skills included having previously attended after-school classes in language centers and being satisfied with English classes. Most students enjoyed their CLT English classes. (Contains 20 references.) (SM)

ED 461 292 FL 027 122

Alieva, Natalia F.
About Categories of Tense and Aspect in Indonesian/Malay.
PUB DATE- 01

ED 461 312 HE 030 143

Black, Dennis R.
Maintaining Perspective: A Decade of Collegiate Legal Challenges.
PUB DATE- 97
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Copyrights; *Court Doctrine; Court Litigation; Federal Courts; Freedom of Speech; Higher Education; Legal Responsibility; Public Colleges; Public Education; *School Law; State Courts; State Universities; Student Organizations; Student Records; Student Rights

This is a collection of brief articles from "Perspective: The Campus Legal Monthly Newsletter" concerning legal decisions relevant to higher education in the United States since 1986. The articles summarize court decisions which addressed legal issues in the following areas: academic decisions; academic employment and freedoms; copyright, trademark, and patents; First Amendment; Freedom of Information records and meetings; governance and regulation; health and disability concerns; risk management; safety and security; student conduct; and student life activities, organizations, and athletics. Included are decisions of lower courts and district courts, appellate and circuit courts, and the Supreme Court. Cases are described, with discussion of relevant decisions. Implications for college administrators and faculty are drawn. Legal citations appear within the text. An index of decisions is appended. (JLS)

ED 461 313 HE 030 188

Crittenden, Christopher E.
The Energy Management Workbook. Revised Edition.
PUB DATE- 94
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Operation; Cleaning; *College Buildings; Custodian Training; Educational Facilities; *Educational Facilities Planning; Energy Conservation; *Energy Management; Higher Education; Human Resources; Landscaping; Program Administration; *School Maintenance; Strategic Planning; Supervision; Workbooks

This workbook is designed to meet the energy planning needs of colleges and universities in organizing, developing, and implementing an energy management program based on individual campus needs. The workbook is organized into three sections which address diagnosis, program development, and implementation. By using the exercises provided, campus administrators can integrate "hard" data with "soft" local data about the campus history and organization lead to effective planning. The workbook provides worksheets for all aspects of energy use and related facilities. These worksheets are targeted at the different members of the administrative team including the president, the business officer, and facilities director. The worksheets collect data regarding both current

Resources" (Ed Lightfoot and Weldon Ihrig); (3) "Customer-Relationship Management: A Vision for Higher Education" (Gary B. Grant and Greg Anderson); (4) "All about Web Portals: A Home Page Doth Not a Portal Make" (Howard Strauss); (5) "E-Business in Higher Education" (Robert B. Kvavik); (6) "The Business Challenges" (Diana Oblinger and Larry Goldstein); (7) "Portal Technology Opportunities, Obstacles, and Options: A View form Boston College" (Bernard W. Gleason); (8) "Portal Technology Opportunities, Obstacles, and Options: A View from the California State University" (Steven L. Daigle and Patricia M. Cuocco); (9) "The Organizational Challenge: IT and Revolution in Higher Education" (John R. Curry); (10) "The Policy Challenges" (Richard N. Katz and Rhonda I. Gross); and (11) "Summing up" (Richard N. Katz and Larry Goldstein). Each chapter contains references. (SLD)

ED 461 332 HE 034 611

Contacts in Higher Education. Guide.
PUB DATE- 02
NOTE- 19p.; For the 2001 guide, see ED 449 718.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Colleges; Educational Finance; *Financial Support; Foreign Countries; *Higher Education; *Information Dissemination; Resources
IDENTIFIERS- *England

This guide lists the names and addresses of the 132 universities and colleges funded the Higher Education Funding Council for England (HEFCE). The guide is divided into these sections: (1) universities; (2) higher education colleges; (3) universities and higher education colleges by region; (4) further education colleges funded by the HEFCE; and (5) other useful addresses (funding sources and councils). (SLD)

ED 461 333 HE 034 612

McKeown-Moak, Mary P.
Financing Higher Education in the New Century: The Third Annual Report from the States.
PUB DATE- 01
NOTE- 22p.; For the first and second annual reports, see ED 428 638 and ED 443 366 respectively.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgeting; Distance Education; Economic Factors; *Educational Finance; Educational Trends; *Higher Education; Income; Resource Allocation; *State Aid; State Legislation; *Student Financial Aid; Trend Analysis

This is the third in a series of annual reports that summarize financial trends affecting higher education. State appropriations to higher education reached $60.6 billion in fiscal year (FY) 2001, an increase of 7.0% over FY 2000 in current funds, and a 5.0 constant dollar increase. However, total state general fund appropriations for all government sectors increased by 7.2% over FY 2000, marking the end of the era in which higher education appropriations outpaced the increase in total state general fund appropriations. Recent indications are that the economy is reaching a watershed, and that increased competition for state funds is likely in FY 2002. Total state appropriations to higher education declined needed for the future, especially in terms of services, content, and charges; and (6) to identify what has changed since the phase one study. Appended are: (1) Research Instruments; (2) Questionnaire Results by Role in Schools and Other Data; and (3) Computer Terms Used in Report. (Contains 14 references, 3 figures, and 2 tables.) (AEF)

ED 461 355 IR 018 413

Oregon Educational Technology Plan.
PUB DATE- 97
NOTE- 46p.; Appendices not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Computers; Access to Information; Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; Educational Objectives; *Educational Technology; *Elementary Secondary Education; Government Role; Internet; Professional Development; Program Development; *Strategic Planning; Teacher Education; Technology Integration; *Technology Planning
IDENTIFIERS- Action Plans; Connectivity; *Oregon

The 1997 Oregon Technology Plan sets a course for Oregon and its Department of Education in using technology to improve student learning, manage resources, and increase accountability. It supports the integration of instructional and administrative technology to help achieve the goals of Oregon's school improvement plan. The Goals of the Technology Plan correspond directly to the four national technology goals intended to improve education by addressing issues of equipment, connectivity, instruction and professional development. After an overview of the Plan, each of the following goals is outlined in terms of progress and action plans: (1) All Oregon students and teachers will have access to appropriate technology including modern computers; (2) Every school and classroom in Oregon will be connected to the Internet; (3) Effective software and online learning resources will be an integral tool to support the school curriculum in Oregon; and (4) All Oregon K-12 teachers, administrators and staff will have the immediate and specific education and support they need to help students learn through technology including computers and the Internet. The remaining sections focus on: monitoring, evaluation, and reporting; oversight, staffing, and future directions; the budget; and guidance for Oregon local districts in preparing a technology plan. Three tables outline the phases of a model plan, and present a sample worksheet and sample table of contents for a district educational technology plan. Appendices include: (1) Oregon Senate Bill 994-Information Technology Policy; (2) Oregon Benchmarks; (3) ORS Chapter 329; (4) Oregon Common Curriculum Goals, Content Standards, and Performance Standards; (5) 1992 Technology Plan; (6) 1994 Goals Technology Plan; (7) Open System Description and Technology Sub-Committee Report; (8) OITC Description; (9) Action Plan in Technology/Distance Education; (10) Fast Packet Contract; (11) Implementation of Telecommunications Act in Oregon; (12) Innovative Engine Competition; and (13) TigerNet Model. (AEF)

ED 461 356 IR 018 511

Wallace, Shelagh
The TV Book: The Kids' Guide to Talking Back.
SPONS. AGENCY- Ontario Council for the Arts, Toronto.; Canada

timeline of events and accomplishments is provided, beginning with the time period September 1983 through August 1984 and ending with the period September 1998 through August 2000. Descriptions of several initiatives of the Long-Range plan are also given with reports on current status. (AEF)

ED 461 374 IR 021 039

CNN Newsroom Classroom Guides, December 2001.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of December 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: President Bush responds to the recent acts of terrorism in Israel, Prime Minister Ariel Sharon declares war against terrorism and Egyptian and Jordanian leaders convene an emergency summit, Israel continues to pound Palestinian targets, Afghan delegates finalize an agreement for an interim post-Taliban administration, and the Taliban's supreme leader will surrender Kandahar on Friday and the first of the wounded U.S. soldiers receives treatment in Germany (December 3-7); new evidence points to Osama bin Laden in the September 11th attacks, anti-Taliban forces close in on al Qaeda positions, the U.S. attorney general issues the first indictment against the terrorists of September 11th, a U.S. bomber crew is safe after its plane crashes into the Indian Ocean, and U.S. officials release the videotape implicating Osama bin Laden in the September 11th attacks (December 10-14); Eastern Alliance commanders claim that most al Qaeda fighters have fled Tora Bora, the U.S. Embassy opens in Kabul and U.S. Defense Secretary Donald Rumsfeld visits Brussels, Belgium, finding Mullah Omar is not a priority for local Afghan rebels, the search for Osama bin Laden continues, and controversy surrounds the allocation of relief funds to September 11th victims' families (December 17-21). (AEF)

ED 461 375 IR 021 040

Report on the Ed Tech PILOTS. A Report to the Texas Legislature from the Texas Education Agency.
PUB DATE- 01
NOTE- 194p.; Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and the members of the Texas Legislature.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; *Pilot Projects; Program Development; School Districts; School Surveys; State Action

Reading; *Social Environment; Special Needs Students; Two Year Colleges

This study offers a broad view of community college students who enter college underprepared for the rigors of credit-bearing coursework. The dissertation employed Lawrence-Lightfoot and Davis' theories and practices of portraiture as a mode of qualitative inquiry. The study examined the lives of four reading and writing students who placed into the Basic Education Program. The researcher conducted the investigation over a period of more than 18 months, discussing home, school, work, and social lives with the students and interviewing family members, friends, co-workers, teachers, and others. Along with the interviews, artifacts were collected, particularly the students' writing. Each of the students, as members of a reading workshop, wrote 14 different letters about the reading, conversing, and reflecting they did throughout the term. The dissertation concludes that issues that bear examining include deficiencies in academic setting, environmental distractions, and home cultures unfamiliar with the culture of academia. The paper cites McLaren, who observes that students tend to be most valued in school if their "cultural capital" is similar to that of the academy's powerbrokers. The study also argues that students are sorted, ranked, and classified beginning in elementary school, thus setting the stage early to limit access to higher education. (NB)

ED 461 395 JC 020 131

Harrison, Patricia Lynne
Transition Experiences of Community College Transfer Students: A Qualitative Study.
PUB DATE- 99
NOTE- 175p.; Doctor of Philosophy Dissertation, University of Virginia. Copyright, abstract, and signature pages are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Environment; *College Transfer Students; Community Colleges; Higher Education; Qualitative Research; School Culture; Social Adjustment; *Student Adjustment; Student Alienation; *Student Attitudes
IDENTIFIERS- Piedmont Virginia Community College; *Transfer Shock; University of Virginia

This qualitative study sought to determine what academic and social difficulties are encountered by community college transfer students in adjusting to their transfer institutions. Data was collected from interviews with 12 students who transferred from Piedmont Virginia Community College (PVCC) to the University of Virginia (UVA) in the fall of 1997. Students were interviewed in the spring of 1998 through in-depth, open-ended questions about the transfer process, as well as through more specific questions about the academic and social difficulties the students had experienced. Two UVA administrators were also interviewed to ascertain administrators' perceptions of the transfer process, and to compare these perceptions to those held by the students. Analysis revealed that: (1) transfer students initially felt alienated from the other students both academically and socially; (2) differences in the two institutions' academic the role relates to the delivery of a quality child care service. Six responsibility areas of the owner's and board's role are noted: direction, guardianship, public relations, advocacy, legal conduct, and ethical conduct. The processes involved in exercising their role involve: (1) defining their role and how their direction, public relations, and advocacy will be effective in achieving the provision of a quality child care service; (2) communicating in a documented and oral format; (3) putting systems into place to monitor their performance and that of the administrator; and (4) evaluating their performance and the performance of the administrator regularly in relation to their respective roles. The six areas of responsibility and the process used in exercising their responsibilities together describe the role of an owner or board. Several aspects of incorporation legislation that have an effect on the role of owners/boards are noted. Findings from key informant interviews with provincial and territorial directors of early child development services and focus group participants are highlighted to illustrate the challenges currently faced by child care programs in Canada and their frustration in not having the capacity to realize their intention to provide a quality child care service. The paper's three appendices contain the management areas grid, a worksheet on ethical decision making, and an overview of incorporation legislation affecting the ownership of child care facilities in the 13 provincial and territorial jurisdictions. (Contains 13 references.) (KB)

ED 461 415   PS 029 814

Firlik, Russell J.
A Need for Active Learning: A Cross-Cultural Perspective.
PUB DATE- 02
NOTE- 7p.; Earlier version published in "Curriculum and Staff Development," Volume 8, Number 1, Spring 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; Cross Cultural Studies; Educational Change; Educational Philosophy; Elementary Education; Foreign Countries; *Global Approach; *Social Studies; *Teacher Student Relationship

This paper asserts that a modern elementary classroom, in which broadly based international perspectives are fostered and global understanding realized, is one in which the teacher, as a co-learner in the experience, is prepared to negotiate and exchange power with students. The paper explores how this shift in teaching philosophy toward active learning may be a requisite next stage in the evolution of the teaching of social studies. Brief descriptions of active learning in classrooms in Italy and England conclude the paper. (EV)

ED 461 416   PS 029 999

Gellens, Suzanne, Ed.
Children Our Concern: The Journal of the Early Childhood Association of Florida, Inc., 1999-2000.
PUB DATE- 00
NOTE- 98p.; Published two times a year. Membership in the Early Childhood Association of Florida, Inc. includes two annual issues.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 7 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 7 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; and (9) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other than English, and other courses such as Environmental and Outdoor Education, and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 434 PS 030 162

Curriculum Handbook for Parents, 2001-2002: Grade 8.
PUB DATE- 01
NOTE- 41p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 8 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 8 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life

(David Koehn) describes how a poem by a Navajo poet galvanized Alaska students to begin an online inquiry into the experience of biculturalism. "Writing with Telecommunications: Crossing Institutional Boundaries" (Ceci Lewis) describes collaborative writing projects that link high school and college students. "Rural Challenge Network: Reaching Out" (Anthony Kennedy, Natasha O'Brien) relates how principals and teachers in Alaska use networking for school reform and a pedagogy of place. "Cross-Age Conferencing: A Literary Inquiry" (Michelle Wyman-Warren) describes online discussion of Joseph Conrad's "Heart of Darkness" by New Mexico high school students and Massachusetts college freshmen. "Listening to Students in the Connections Project" (Patricia Parrish) reports on an online writing exchange between middle-schoolers and preservice English teachers. Other brief articles include "Teacher Networking and Professional Development in Alaska: An Interview with Annie Calkins"; "Teacher Networks at Bread Loaf: The Endless Summer" (Diana Jaramillo); "Stepping Aside To See Ourselves" (Scott Christian); "Research for Action Submits Four-Year Report on BLRTN"; "'Exchanging Lives: Middle School Writers Online': A Review" (Chris Benson); "You Have Mail with Telecommunications" (Emily Quirion); "Between Two Schools: Poetry, Magic, Connection" (Doris A. Ezell-Schmitz); "Maple Syrup and Desert Sand: A Heritage Exchange" (Carol Zuccaro); "New Mexico and Alaska Border Jumpers" (Dianna Saiz); and "Andover Bread Loaf Writing Workshop Makes Annual Visit to BL" (Lou Bernieri). Includes 1997-98 announcements abut members, notes from state network meetings, 39 book and online resources on technology and education, and lists of rural teacher fellows. (SAS)

ED 461 452 RC 021 540

Taylor, J. Edward; Martin, Philip L.; Fix, Michael
Poverty amid Prosperity: Immigration and the Changing Face of Rural California.
SPONS. AGENCY- Rosenberg Foundation, San Francisco, CA.; Andrew W. Mellon Foundation, New York, NY.; Ford Foundation, New York, NY.; Farm Foundation, Oak Brook, IL.; California Univ., Berkeley. Giannini Foundation of Agricultural Economics.
PUB DATE- 97
NOTE- 110p.; With contributions from Rafael Alarcon, Andrew Alvarado, John Borrego, Victor Garcia, Brian Haley, JoAnn Intili, Ed Kissam, Fred Krissman, Elias S. Lopez, Bert Mason, Robert Palacio, Juan Vicente Palerm, Jeffrey Passel, Refugio I. Rochin, David Runsten, Don Villarejo, Carol Zabin, and Pat Zavella. Supplemental support also provided by UC-Mexus.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agriculture; Community Change; Federal Programs; Immigrants; *Immigration; *Mexican Americans; Migrant Education; *Migrant Programs; *Migrant Workers; Population Trends; *Poverty; Poverty Programs; Public Policy; Rural Areas; *Rural Population; Welfare Services
IDENTIFIERS- *California; Colonias; Mexico

This book synthesizes the views of California's preeminent rural development researchers on how immigration is transforming rural California communities. It draws on papers presented at two conferences held in Asilomar and Riverside (California) in 1995 and 1996. Conference participants were asked to consider whether rural poverty is being re-created through immigration and what is likely to happen to poor rural residents and their

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Educational Needs; Educational Policy; *Educational Practices; Foreign Countries; Geographic Isolation; Parent Attitudes; *Preschool Education; Public Education; Rural Areas; *Rural Education; Rural Population
IDENTIFIERS- *Scotland

The Scottish Executive Education Department has pledged to achieve universal provision of preschool education for 3- and 4-year-olds, whose parents want it, by 2002. The particular factors affecting delivery of preschool education in rural areas were examined through telephone interviews with local education authorities and voluntary preschool providers in rural areas and through five detailed case studies. A preliminary exercise--a detailed mapping of Scotland's rural population--found that 29 percent of Scotland's population was rural, but 88 percent of rural people lived in areas adjacent to urban centers. The proportion of preschool children in rural areas was similar to overall figures, except in remote areas, which had only half the expected number of preschool children. A gap was found between numbers of eligible preschool children and provision of preschool places in rural areas. Choices similar to those in urban areas were found only in rural adjacent areas. Shortages of qualified teachers or nursery nurses, higher costs for smaller groups, and transportation problems were among the difficulties encountered. Provision of preschool education by local authorities varied widely in terms of practices, principles, and priorities. There were very different views about acceptable travel distances and staffing, and some authorities developed innovative solutions concerning scheduling, facilities, and transportation. The findings raise policy issues related to social inclusion goals, parental choice and involvement, and the definition of "quality." Recommendations are presented to the Scottish Executive and local authorities. (SV)

ED 461 470 RC 023 365

Kilpatrick, Sue; Falk, Ian
Benefits for All: How Learning in Agriculture Can Build Social Capital in Island Communities. CRLRA Discussion Paper Series.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Community Change; Community Development; *Community Resources; Experiential Learning; *Farmers; Foreign Countries; Human Resources; *Informal Education; Interpersonal Relationship; Models; Organizations (Groups); Rural Areas; Rural Development; *Social Capital; Social Networks
IDENTIFIERS- Australia (Tasmania)

Social capital helps communities respond positively to change. Research into managing change through learning in communities and in small businesses, particularly farm businesses, has highlighted the importance of relationships between people and the formal and informal structure of communities to the quality of outcomes experienced by communities. Communities can be geographic communities or communities-of-common-purpose, such as agricultural commodity organizations or discussion groups. This paper reviews research into managing change through learning and social capital, presents a model of the activity to a group. The third booklet, "Taking Action for the Planet", offers tips for community action and environmental stewardship, gives suggestions for educating others through letter-writing to the media and government leaders, and describes petitions as an agent of change. Poster is also included. (PVD)

ED 461 489 SE 060 759

Beeth, Michael E.; Hewson, Peter W.
Learning To Learn Science: Instruction That Supports Conceptual Change.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the European Science Education Research Association (1st, Rome, Italy, September 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Concept Formation; Constructivism (Learning); Elementary Secondary Education; *Epistemology; Knowledge Representation; Learning Strategies; *Metacognition; *Prior Learning; Science Education

This paper addresses the question of how teachers can support and facilitate conceptual change in student thinking. It begins with a discussion of the multiple meanings of the term conceptual change. An argument is presented for the notion that recent developments in research in science learning have dramatic implications for what students are expected to learn and how they are expected to learn it. These developments also have dramatic implications for how teachers might facilitate that learning. The focus of this paper is on the instructional practices of one teacher and includes a description of the instruction, learning goals, details on the presentation and analysis of data, and student responses to instruction. The study finds that in a very real sense, students in the classroom became metacognitive as a result of the teacher's instruction, taking greater control over the responsibility for their learning than is typically expected of most students. (Contains 22 references.) DDR)

ED 461 490 SE 060 882

Richardson, Kathy
Math Time: The Learning Environment.
PUB DATE- 97
NOTE- 133p.; Related videotape series not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Classroom Environment; *Classroom Techniques; *Concept Formation; Elementary Secondary Education; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *Learning Environment

All teachers bring the goals and objectives of their math programs to life as they plan and present activities, establish procedures and expectations, and interact with children. Teachers' beliefs about what children need to know, their knowledge of how children learn, and the classroom environment they create all impact how children experience mathematics. The purpose of this book is to help teachers establish a classroom that is supportive of an active, meaning-based approach to the

Nations; *Educational Quality; Foreign Countries; *Inplant Programs; *Job Training; Partnerships in Education; Program Effectiveness; Program Evaluation; *Quality Control; School Business Relationship; Staff Development
IDENTIFIERS- *European Community; *Quality Assurance

Nine European Community Member States (Belgium, Germany, France, Greece, Ireland, Luxembourg, Portugal, Spain, and United Kingdom) conducted national studies that involved case studies of quality assurance in continuing education. Analysis of findings indicated that many firms regarded continuing training as a central instrument for achieving economic goals and as an investment. Two different forms of cooperation between firms and training providers were identified. Large enterprises systematically planned, designed, implemented, and evaluated their personnel advancement and continuing training procedures as an integral part of corporate strategy. Small and medium-sized enterprises (SMEs) were dependent for their planning and quality assurance needs on external help. The burden of quality control was increasingly passing from the customers to the suppliers of continuing training. Training institutions had to be able to verify the quality of their offerings credibly. Quality assurance methods would contribute to improved continuing training if the formal training requirements were given a teaching-related content and SMEs received external help from training providers. In addition, self-assessment should be encouraged, and the technical side of learning and teaching should be evaluated. (An appendix contains summaries of the status and future prospects of quality assurance in continuing training in the countries studied.) (YLB)

ED 461 011 CE 073 964

Teaching and Learning--Towards the Learning Society. White Paper on Education and Training.
PUB DATE- 95
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; *Educational Change; *Educational Development; *Employment Potential; Foreign Countries; *International Cooperation; International Educational Exchange; International Relations; International Trade; Job Skills; Job Training; *Labor Force Development; Partnerships in Education; Postsecondary Education; *School Business Relationship; Second Languages; Secondary Education; Service Learning; Student Certification; Vocational Education
IDENTIFIERS- *European Community

Among the many changes occurring in European society, three "factors of upheaval" are particularly important: the information society, internationalization, and the scientific and technical fields. Education and training can provide two possible solutions to eliminate their pernicious effects. The first involves reintroducing the merits of a broad base of knowledge. The second is building up employability. In addition to the traditional route--the quest for a paper qualification, a more open, more flexible approach is advocated that encourages the mobility of workers. Five general objectives have been identified to implement practical action to achieve a knowledge-based society. The first is to encourage the acquisition of new knowledge through new methods of recognizing skills, supporting mobility, and drawing on new communication technologies. The second general objective is to bring school

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Basic Business Education; *Basic Skills; Business Skills; *Calculators; Course Content; Entrepreneurship; Foreign Countries; *Indigenous Populations; Learning Activities; Mathematics; *Mathematics Instruction; Small Businesses; Units of Study
IDENTIFIERS- *Aboriginal Australians; Australia

This self-instructional kit is part of an entry-level training program that has been designed to support Aboriginal people in Australia in developing a business proposal and the skills required to achieve success. The manual, "Starting Your Own Small Business," includes information and activities that provide a thorough examination of the planning and preparation needed before starting a business, and includes individual and group activities, reading, writing, and discussion tasks. The 13 units of the first part of the manual --"Planning Your Small Business"--cover the following topics: (1) "Thinking about Running Your Own Business?"; (2) "How To Find a Business Idea"; (3) "Will My Business Have any Customers?"; (4) "Why Will My Customers Want To Buy from Me?"; (5) "How Will I Organize My Business?"; (6) "Business Skills"; (7) "Making My Product or Service"; (8) "Selling"; (9) "Budgets"; (10) "Pricing"; (11) "Getting Money"; (12) "Risks, Problems, and Assumptions"; and (13) "Ethics." Units 14-20 in the second part of the manual--"Keeping Your Business Books"--cover the following: (14) "Why Keep Books?"; (15) "Banking Systems"; (16) "Cash Payment Records"; (17) "Buying and Paying for Goods and Service"s; (18) "Sales and Returns"; (19) "Taxes"; and (20) "More information." The manual, "Back to Basics: Small Business Maths," includes seven sections of information and activities that cover the following: (1) "How to Use a Calculator"; (2) "How To Use A Calculator To Add"; (3) "How To Use a Calculator To Subtract"; (4) "How To Use a Calculator To Multiply"; (5) "How To Use a Calculator To Divide"; (6) "How To Use a Calculator To Work out Percentages"; and (7) "How To Write Numbers in Words." Answers to the activities are provided at the end of the manual. Many of the activities directly support the topics covered in the recordkeeping section of "Starting Your Own Small Business." The videotape is "Aboriginal Small Business Video." (KC)

ED 461 030   CE 082 653

Laiken, Marilyn E.
Models of Organizational Learning: Paradoxes and Best Practices in the Post Industrial Workplace.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 18p.; Paper presented at the Organization Development World Conference (21st, Vienna, Austria, July 2001) and is published in their proceedings.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Corporate Education; Developed Nations; Educational Environment; Educational Needs; Foreign Countries; *Informal Education; *Labor Force Development; Leadership; Models; *On the Job Training; Organizational Change; *Organizational Climate; *Organizational Development; Participative Decision Making; Productivity; Skill Development; Transformative Learning; Values Clarification
IDENTIFIERS- Canada; *Learning Organizations

sequential logit models to estimate effects of individual educational achievement on unemployment risks and presents evidence of a sharp distinction between the educational stratification observed in G, F, and the UK. Findings indicate the following: (1) labor market entry occurs smoothly and immediately for vocationally qualified leavers in G, with extensive search for first jobs confined to the least qualified; (2) after initial employment in G, education plays a negligible role for risk of unemployment, which is more tied to features of employment positions; (3) in F and the UK, the match between qualifications and jobs is less clear-cut and level of education provides advantages in terms of less search unemployment and lower job instability, yet differentiation is much less pronounced; (4) in F and UK, education effects maintain positive impacts on job stability, suggesting a more gradual match between qualifications and attainment; and (5) results are stable for both time periods, indicating idiosyncratic changes in the educational stratification of youth unemployment. (Contains 58 references.) (YLB)

ED 461 047   CE 082 319

Tremblay, Diane-Gabrielle; Doray, Pierre; Landry, Carol
Co-Operation as a New Mode of Regulating and Planning Occupational and Technical Training: Quebec's Sectoral Committees.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 39p.; Prepared by the Interuniversity Research Group on Education, Training and Employment (GIRFE). Research sponsored by Ministere de l'Emploi et de la Solidarite Sociale (Quebec), Emploi-Quebec.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Change Strategies; *Cooperative Planning; Educational Administration; Educational Change; Educational Planning; *Educational Policy; Educational Trends; Employer Employee Relationship; Foreign Countries; *Industrial Training; Inplant Programs; Linking Agents; Literature Reviews; Partnerships in Education; Planning Commissions; Policy Formation; *Program Implementation; Public Policy; Trend Analysis; Unions; *Vocational Education
IDENTIFIERS- *Government Business Cooperation; Government Business Relationship; *Quebec

As part of its ongoing reform of occupational and technical training, Quebec has adopted a sectoral initiatives policy that has provided the mandate and organizational structure to sectoral committees for planning occupational and technical training based on dual cooperation between employers and unions in various sectors and between representatives of the work environment and representatives of planning authorities within Quebec's department of education. Research on the sectoral committees formed to date has established that the situations of the individual committees vary widely, in terms of their origins and financial resources and in terms of the boundary of the given sector and its dynamics. The new committees are investing in the planning of occupational training and are participating in the regulation of training at the sectoral level through development of collaborative efforts between actors from the field of education and the economic domain. Some committees are experimenting with and even and what is important to them. Some examples of voicing one's opinion and making good decisions are also offered. Recognizing and dealing with different feelings is covered in detail and tips for nurturing friendships are offered. Emphasis is placed on it being okay to be smart and the importance of girls voicing their opinions and trying to make a difference in their communities. Suggestions on how to get along with parents and siblings are presented, along with pointers for compiling and following family rules. Advice on how to confront those who present girls and women in a poor light, particularly the media, are detailed and suggestions for managing money and making dreams come true are also offered. Numerous examples of how to approach a difficult situation and real-life stories of girls who were able to make a difference are also provided. (RJM)

ED 461 065 CG 028 317

Sanders, Owen
Consultative Processes in a Small Democracy: D.A.R.E. New Zealand.
PUB DATE- 97
NOTE- 9p.; Produced by New Zealand Policy Youth Education Service.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Alcohol Education; Children; *Drug Education; Elementary Secondary Education; Foreign Countries; *Maori; *Maori (People); *Prevention; Public Opinion; Substance Abuse
IDENTIFIERS- *Drug Abuse Resistance Education Program; New Zealand

This paper outlines the approach to drug abuse education being taken by D.A.R.E. (Drug Abuse Resistance Education) New Zealand, a distinctly indigenous response characterized by a consultative association involving the police, the schools, and the community. A key feature of D.A.R.E. New Zealand is the extent to which parents and the wider community became involved in and committed to the program. The program developed in a certain historical and economic context and the history of that development is reported here. The paper outlines the approach to drug abuse education being taken by D.A.R.E. New Zealand, a distinctly indigenous response characterized by a consultative association involving the police, the schools, and the community. Developments leading up to the adoption of the programs, such as making schools responsible for choosing a drug education program and which culminated in political, regulatory, and economic changes during the 1980s, are reviewed. So far, six national programs have been released. The development of the program in the Maori language, with the cooperation of the Maori people, is reported, as is the overwhelming evidence from those schools that welcomed police education officers into their classrooms. The collaboration improved the effectiveness of teachers and officers. A skillful adaptation of the D.A.R.E. idea to the culture of policing and the pedagogical climate of schools in New Zealand was achieved. (Contains 11 references.) (EMK)

ED 461 066 CG 030 835

Vellucci, Mark
The AMHCA Handbook of Essential Forms and Marketing Strategies.
PUB DATE- 00
NOTE- 95p.; CD-ROM not available from ERIC. Published by Kendall/Hunt Publishing Company.

prepared to take their new skills to interesting literature and to continue into the study of syntax and grammar including punctuation and capitalization. (Contains several charts which present various phonograms and samples of students' writing.) (RS)

ED 461 088 CS 012 955

Marantz, Sylvia; Marantz, Kenneth
Multicultural Picture Books: Art for Understanding Others, Volume II. Professional Growth Series.
PUB DATE- 97
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; American Indians; Annotated Bibliographies; Asian Americans; *Childrens Literature; Chinese Culture; Cultural Differences; Elementary Education; Foreign Countries; Immigrants; Japanese Culture; *Multicultural Education; *Picture Books
IDENTIFIERS- African Americans; Caribbean; Central America; *Multicultural Literature; South America; *Trade Books

This book presents annotations of approximately 600 multicultural picture books published between 1993 and 1997. Annotations (and accompanying grade levels) in the book are arranged alphabetically within geographic sections. After an introduction, chapters (and their geographic subdivisions) in the book are (1) Asia and the Pacific (Japan and Japanese Americans, China and Chinese Americans, Mongolia, Korea and Korean Americans, Vietnam and Vietnamese Americans, Burma/Myanmar, Cambodia/Kampuchea, Malaysia, Thailand, India, Tibet and Buddhism, Australia and New Zealand, Micronesia, Hawaii, the Philippines, and the Asia-Pacific area); (2) The Middle East and North Africa (Egypt and Lands beyond Egypt); (3) Sub-Saharan Africa or Central and Southern Africa, and African Americans (West Africa, East Africa, Southern Africa, Nonspecific African Areas, and African Americans); (4) The Caribbean, Central, and South America (the Caribbean, Mexico and Central America, South America, and all Latin America); (5) Aboriginal or Native Cultures of North America or Native American Indians (Inuit (Eskimo), the Artic, Alaska, Native Americans of the Northwest Coast, the Modoc, the Chimash and Miwok of California, Native American Indians of the Plains, Native American Indians of the Woodlands, Native American Indians of the Southeast, and Native American Indians of the Southwest, and many North American Indian Tribes and Cultures); (6) The Immigrant Experience; and (7) Multicultural and Cross-cultural Experiences. An appendix contains a list of 65 sources of books and other materials. (RS)

ED 461 089 CS 013 001

Teachers as Readers: Forming Book Groups for Professionals. Teaching Ideas and Topics.
PUB DATE- 97
NOTE- 6p.; Produced by the NCTE Teachers as Readers Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; Childrens Literature;

contributes to the climate of learning. Assumptions about knowledge in the paper are: knowing is active and ongoing, a process of interactive learning; knowledge is not information, yet it requires information; and knowledge is more than a mastery of facts and processes. Assumptions about language the paper discusses include: language is a vital medium for creating individual and social identities; and students' language is valued and used as a means of learning, change, growth within the classroom. The paper concludes with a list of English/language arts practices which reflect the idea that students should: (1) have guidance and frequent opportunities to read whole texts; (2) read texts by authors of diverse backgrounds; (3) bring their own cultural values, languages, and knowledge to their classroom reading and writing; (4) learn grammar and usage by studying how their own language works in context; (5) have their work assessed by many measures; and (6) have their work shared, displayed, or published. (RS)

ED 461 109 CS 216 078

Swisher, Clarice, Ed.
Readings on John Steinbeck. The Greenhaven Press Literary Companion to American Authors.
PUB DATE- 96
NOTE- 194p.; Gale Group, P.O. Box 95501, Chicago, IL 60694-5501 (hardcover: ISBN-1-56510-469-2, $33.70; paperback: ISBN-1-56510-468-4, $22.45). Tel: 800-877-4253 (Toll Free).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Authors; *Classics (Literature); *Fiction; Higher Education; *Literary Criticism; Literary Devices; Literary History; Naturalism; *Research Tools; Secondary Education; *Twentieth Century Literature; *United States Literature
IDENTIFIERS- Historical Background; *Steinbeck (John); Theme (Literary)

Intended as an accessible resource for students researching America's greatest literary figures, this collection of essays about John Steinbeck's (1902-1968) work contains an in-depth biography and essays taken from a wide variety of sources. The essays are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of the author's life and career as well as of concurrent historical events, and primary and secondary bibliographies to facilitate research. The 21 essays and their authors include: "How Six Short Novels Came To Be" (1957) (John Steinbeck); "John Steinbeck's Naturalism" (1956) (Charles Child Walcutt); "Escape and Commitment in John Steinbeck's Heroes" (1970) (Peter Lisca); "John Steinbeck's Mature Style in 'The Red Pony'" (1939) (Harry Thornton Moore); "The Parable of 'The Pearl'" (1974) (Howard Levant); "Symbolic Creatures in 'The Pearl'" (1974) (Martha Heasley Cox); "Attitudes toward the Poor in 'Of Mice and Men'" (1957) (Edward Berry Burgum); "'Of Mice and Men': A Knight Dismounted and a Dream Ended" (1961) (Warren French); "Indestructible Women in 'The Grapes of Wrath'" (1988) (Mimi Reisel Gladstein); and "John Steinbeck Awarded the Nobel Prize in Literature (1987) (Carl E. Rallyson, Jr.). (NKA)

ED 461 110 CS 216 079

Hanson, Trudy L.
The Capstone Course as Rhetorical Criticism.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Course Objectives; Higher Education; Portfolios (Background Materials); *Rhetorical Criticism; *Speech Communication; *Student Educational Objectives
IDENTIFIERS- *Capstone Courses; Texas A and M University; *Writing Intensive Courses

After deciding which criteria a capstone course in a speech communication department should meet, faculty at West Texas A&M University decided to designate SCOM 401, Introduction to Rhetorical Criticism, as the capstone course. It is offered fall semester every year for juniors or seniors, and students are required to present their final projects, a 10-15 page critical essay, before a panel of speech communication professors who evaluate the presentation on a pass/fail basis. Introduction to Rhetorical Criticism is a writing intensive course; during the semester students write 6 practice essays, using 6 of the 10 critical methods presented. The practice essays involve the analysis of public speeches and popular culture artifacts. Before writing each practice essay, students discuss a critical method and read a sample essay that uses that method for analysis. Their final papers are reviewed by the instructor and revised prior to the final class meeting. The capstone course has helped give the curriculum a clear focus and a clearer picture of what the students are learning in the program. Currently, student portfolios are being contemplated in which each speech communication course will have a designated activity/assignment to be included in the portfolio. A course syllabus is attached. (NKA)

ED 461 131 CS 510 725

O'Brien, Sheila Ruzycki
State Politics, Students, Administrators, and Faculty: Teaching American Studies in Idaho.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Studies; Course Descriptions; *Cultural Context; Higher Education; *Political Attitudes
IDENTIFIERS- *Idaho; Negotiation Processes; State Issues; *University of Idaho

A professor who teaches an American Studies course at the University of Idaho contends that she has her work cut out for her. According to the professor, Idaho's conservative political climate has led to her learning to negotiate. This paper first describes the development of an American Studies core course that began in the 1980s and continues today. She then discusses

What really happens in an inspection of a primary school? Some answers to this question, with a focus on the technical and emotional results of such evaluations, are provided in this text. It is based on a research project involving over 80 interviews in 12 case studies of inspections carried out in England. The book, which is intended for primary school teachers, principals, and administrators, claims that inspections are conditional, negotiated, and subject to the changes of human nature. It explores tensions between judgment and development, myth and reality, evidence and interpretation, and the institution and the individual, examining issues about power, professionalism, objectivity, credibility, and confidence. Some of the features of the changing culture of inspection are covered along with the expectations and preconceptions associated with these appraisals. Processes for gathering evidence, the ways in which roles function, the reliability of data, and the feedback process are likewise detailed. How school personnel emotionally respond to and interpret the inspection regime are examined at length, along with the nature of relationships and rituals. Threads for the entire procedure are finally interwoven to form a mosaic of the process. (Includes case studies, an index, and 66 references.) (RJM)

ED 461 152   EA 028 966

Garubo, Raymond C.; Rothstein, Stanley William
Supportive Supervision in Schools. The Greenwood Educators' Reference Collection.
PUB DATE- 98
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Environment; *Educational Philosophy; Elementary Secondary Education; *Instructional Leadership; Leadership; *Leadership Qualities; Models; Principals; School Administration; Teacher Attitudes
IDENTIFIERS- *Introspection

Supervision is a method of teaching staff to act in more conscious ways--of providing them with deeper insights into the events surrounding them. To demonstrate this process, a guide for teachers and administrators who want to create good school climates and foster professional growth among staff members is presented here. The text uses a conferencing method to allow teachers, administrators, and students to discuss and reflect upon what they are doing inside the school building. It is hoped that such a method will offer supervisors more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situation. Actual examples are used to show how to construct supportive environments and how to identify and resolve problems. Following a discussion of leadership behavior in schools and an overview of school leadership, various components of leaders are analyzed. Some of these aspects include the nature of group dynamics and some of the basic interpersonal skills needed by leaders. Psychological insights are likewise offered, along with how these tools can assist school leaders. Details of the supervisory process, organizational change, the administrative process, and making leadership choices are likewise provided.

on Education" (Jacques Hallak); (3) "Globalisation, Education Reform and Language Policy in Transitional Societies" (Keith Watson); (4) "Reflection on Megatrends in Education from a Polish Perspective" (Danuta Elsner); (5) "Pedagogical Challenges in Post-Wende East Germany" (Bernhard Thomas Streitwieser); (6) "Estonia in the Grip of Change: The Role of Education for Adults in the Transition Period" (Talvi Marja and Larissa Jogi); (7) "Educational Transformation in South Africa's Transition to Democracy" (Blade N'zimande and Susan Mathieson); (8) "The Challenges of Educational Reconstruction and Transformation in Eritrea" (Petros Hailemariam); (9) "Transforming Teacher Education in a Small State: Potential for Distance Education in Belize, Central America" (Cynthia Thompson and Michael Crossley); (10) "Education for All? Transforming Educational Provision for the Inclusion of Street Children in Brazil" (Leslie Groves and David Johnson); (11) "Globalisation, Education and the Colonial Transition of Two Remnants of Empire: A Comparative Analysis of Hong Kong and Macau" (Mark Bray); (12) "The Role of Donors in Educational Reconstruction and Transformation" (Mike Kiernan); (13) "Transforming Education Through Donor Funded Projects: How Do We Measure Success?" (Harvey Smith); and (14) "Transforming Education: Participatory Approaches for Community Empowerment" (Terry Allsop). The book ends with notes on contributors. (RT)

ED 461 172 EA 031 454

Metcalf, Kim K., Ed.; Muller, Patricia A., Ed.; Legan, Natalie A., Ed.
School Choice in America: The Great Debate. Hot Topics Series.
PUB DATE- 01
NOTE- 291p.; Series editor, Monica Overman.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Charter Schools; Disabilities; Disadvantaged Youth; *Educational Vouchers; Elementary Secondary Education; Enrollment Trends; Free Enterprise System; Magnet Schools; *Parent Participation; Public Education; *School Choice; Tax Credits; Tuition; Urban Education

This document strives to answer questions about school choice, such as What does school choice mean?, What does school choice look like?, and What are the likely consequences of giving parents greater voice in their children's education? Reports are grouped into three thematic chapters. In chapter 1, "Public-Public Choice," reports include: "Family Choice Arrangements in Public Schools: A Review of the Literature" (Mary Anne Raywid); "Parent Involvement and Teacher Decision Making in Urban High Schools of Choice" (Patricia A. Bauch and Ellen B. Goldring); "Parent Involvement and School Choice: Exit and Voice in Public Schools" (Rodney T. Ogawa and Jo Sargent Dutton); and "SES and Demographic Predictors of Magnet School Enrollment" (Doug Archbald). Chapter 2, "Semi-Private Choice," contains the following reports: "Charter Schools: A Primer on the Issues" (Sandra Vergari); "Tracking the Charter School Movement" (Ann M. Schneider); "The State of Charter Schools 2000: Fourth-Year Report" (Beryl Nelson and others); "The Thinking behind Arizona's Charter Movement" (Gregg Garn); "Charter School Reform in California: Does It Meet Expectations?" (Amy Stuart Wells and others); "First Lessons: Charter Schools as Learning Communities" (Priscilla Wohlstetter and Noelle C. Griffin); "Charter Schools: Serving Disadvantaged Youth" (Bruno V. Manno, Gregg Vanourek, and Chester E. Finn, Jr.); "Charter Schools and the Law: Emerging Issues" (Charles J. Russo and Joseph D.

programs. Overhead information summary sheets are also attached. (Contains 11 references.) (CR)

ED 461 191 EC 305 505

Wilkinson, Wendy; Dresden, Cynthia
The Americans with Disabilities Act and the Rehabilitation Act of 1973 and Their Application to Educational Issues.
PUB DATE- 97
NOTE- 30p.; In: Symposium on Accommodating Adults with Disabilities in Adult Education Programs. Proceedings of the NAASLN National Association for Adults with Special Learning Needs (6th, New Orleans, LA, September 26-28, 1996); see EC 305 503.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Adult Education; Assistive Devices (for Disabled); Communication Aids (for Disabled); Court Litigation; *Disabilities; Disability Identification; *Eligibility; *Federal Legislation; Intervention; Learning Disabilities; *Student Rights; *Testing Problems
IDENTIFIERS- *Americans with Disabilities Act 1990; *Reasonable Accommodation (Disabilities); Rehabilitation Act 1973

This paper focuses on the state of the law as it concerns adults with disabilities regarding educational issues. Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are addressed and legal issues are examined, including: (1) the definition of disability; (2) documentation of disability; (3) financial responsibility for documentation; (4) documentation for testing; (5) modifications of policies and procedures by testing entities and educational institutions; (6) eligibility criteria; (7) inquiries into disability; (8) privacy concerns; (9) program access; (10) communication issues; (11) affirmative action; (12) special programs for individuals with disabilities; (13) administrative requirements; and (14) enforcement issues. Special issues concerning learning disabilities and testing modifications are also addressed. Relevant court cases are examined in order to assess judicial interpretation of these issues. Two responses to the paper are attached and include information on the most common testing modifications that students' request. (Contains 49 references.) (CR)

ED 461 192 EC 305 506

Dunn, Winnie; Gilbert, Mary Pat; Parker, Kathy
The Ecology of Human Performance Framework: A Model for Identifying and Designing Appropriate Accommodations for Adult Learners.
PUB DATE- 97
NOTE- 21p.; In: Symposium on Accommodating Adults with Disabilities in Adult Education Pograms. Proceedings of the NAASLN National Association for Adults with Special Learning Needs (6th, New Orleans, LA, September 26-28, 1996); see EC 305 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 98
NOTE- 704p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Class Activities; Classroom Techniques; Cooperation; *Disabilities; *Emergent Literacy; Extracurricular Activities; *Inclusive Schools; Interdisciplinary Approach; *Language Acquisition; Language Impairments; *Learning Activities; Preschool Education; Speech Language Pathology

This preschool activity book and kindergarten activity book set provide a curriculum of 114 activities to develop emergent literacy skills in preschool and kindergarten children. The curriculum is based on research findings and is intended to be ecologically valid, embedding activities into developmentally appropriate, daily classroom routines and home activities, with a continuum of developmental levels allowing for use in inclusive and mainstreamed settings. Interdisciplinary involvement between speech-language pathologists and teachers is encouraged. Part 1 provides a theoretical framework for each literacy and language assessment and curriculum in three chapters, which focus on the development of early literacy, the role of scaffolding, and program implementation. Part 2 organizes the activities into three major sections: print/book awareness, metalinguistic awareness, and oral language. For each activity, the guide lists the purpose, needed materials, a description, relationship to literacy and language development, and adult-child interactive behaviors organized into those requiring high demand/low support, medium demand/medium support, and low demand/high support. Appendices include a preschool checklist, a parent's guide to early literacy activities, a glossary, and a list of additional resources. (Contains approximately 250 references.) (DB)

ED 461 210 EC 306 382

Cunningham, Lela; Kelly, Ruth M.
Assistive Technology: A Handout for Teachers.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Appropriate Technology; *Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; Ethics; Evaluation Methods; Family Involvement; *Individualized Education Programs; Preschool Education; *Student Evaluation
IDENTIFIERS- Functional Assessment

This handout addresses the definition of assistive technology, how to assess assistive technology needs, and practical and ethical issues surrounding assistive technology. A functional assessment is urged to consider the following issues: (1) the special needs of the student; (2) the student's current abilities; (3) materials and equipment currently available that might meet those needs; (4) the physical arrangement and instructional arrangement in the environment; (5) support available in the school setting and home setting that will

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Access to Education; Accessibility (for Disabled); *Adult Education; Adults; Assistive Devices (for Disabled); *Classroom Environment; *Disabilities; *Evaluation Criteria; Models; Program Evaluation; Selection; Student Needs
IDENTIFIERS- Americans with Disabilities Act 1990; Functional Assessment; Reasonable Accommodation (Disabilities); *Testing Accommodations (Disabilities)

This guide is designed to provide a framework and sequence for working jointly with adult learners to confirm their disability, assess their functional needs, select appropriate accommodations, provide instruction for using accommodations, and monitor accommodation effectiveness. In addition to procedural information, the guide contains instructor tips, overhead masters, sample forms, and interview protocols. It incorporates both legal requirements and occupational therapy strategies in presenting practical information on how to work with adult learners with disabilities. The accommodation model includes the following steps: (1) obtain and review disability documentation; (2) conduct the functional needs interview; (3) identify previous approaches or accommodations for meeting goals; (4) identify the learner's goals; (5) review and prioritize the learners' goals; (6) identify strengths and resources available to the learner; (7) identify possible accommodations using a provided matrix and evaluate pros and cons of each accommodation; (8) have learner select accommodations; (9) acquire needed services or materials for accommodations and instruct learner in using the accommodations; and (10) gather qualitative and quantitative information that describes the results of accommodations and discuss the results with the learner. Lists are provided that give examples of challenges learners with different disabilities may face in the classroom setting. (CR)

ED 461 230 EC 306 770

Bulgren, Janis
TARGET: A Self-Advocacy Strategy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 35p.; In: "Accommodating Adults with Disabilities in Adult Education Programs: Project Final Report"; see EC 306 751.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Access to Education; Accessibility (for Disabled); *Adult Education; Adults; Assistive Devices (for Disabled); Change Strategies; Classroom Environment; Cues; *Disabilities; Empowerment; *Interpersonal Competence; *Self Advocacy; Student Needs
IDENTIFIERS- Reasonable Accommodation (Disabilities); Social Skills Training; *Testing Accommodations (Disabilities)

This manual contains information about social skills and self-advocacy and provides strategies for teaching these skills to adults with disabilities who may need to act as their own advocates for accommodation in a variety of settings, including work and education. This strategy is cued by the acronym TARGET, which stands for the following steps: Target the topic, Address the need, Relate the reasons for the need, Give a plan

Statewide School Facilities Needs Assessment Study: Comparison of State Construction Assistance Programs.
PUB DATE- 92
NOTE- 43p.; A report to the Idaho School Facilities Needs Assessment Committee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Elementary Secondary Education; Needs Assessment; Public Schools; *School Construction; *State Aid; State School District Relationship; Surveys

This survey presents school facility funding, technology, and non-traditional programs currently used in the public school educational systems of the following twelve states: Alaska, Connecticut, Florida, Georgia, Illinois, Kentucky, Maine, Maryland, Massachusetts, New Mexico, Washington, and West Virginia. Each state reveals its current appropriation, funding source(s), local matching ratio, eligibility criteria, priority factors and weights, use of space standards, periodic needs assessment, technology enhancements, and non-traditional use of public school facilities. Appendices contain a detailed list of priority factors and weights for Alaska, Florida, and Maine; and the survey form used to gather the data. (GR)

ED 461 250 EF 005 635

Building Condition and Suitability Evaluation Manual.
PUB DATE- 92
NOTE- 73p.; With contributions from Allan J. Stoneberg, Jim Galbraith, and Edward Peters. Produced for the Idaho School Facilities Needs Assessment Committee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Documentation; Educational Facilities Improvement; Elementary Secondary Education; *Needs Assessment; Public Schools
IDENTIFIERS- *Building Evaluation; Idaho

This educational facility evaluation manual contains the overall building condition rating form and the supporting check sheets which have been field tested in several states and, where appropriate, modified for use in the Idaho School Facilities Needs Assessment. The exterior building condition form examines the foundation, structure, walls, roof, windows, doors, and trim. The interior building condition form examines the floors, walls, ceilings, and fixed equipment. The form for mechanical systems condition examines electrical, water heating, air conditioning and heating systems, and lighting. The safety/building code form covers means of exits, fire control and alarm systems, emergency lighting, and fire resistance. Additional rating forms cover provisions for persons with disabilities, functional adaptability, and space suitability. (GR)

ED 461 251 EF 005 778

Nicklas, Michael; Bailey, Gary; Rosemain, Pascale; Olin, Samuel
Guidelines for Energy-Efficient Sustainable Schools.
SPONS. AGENCY- Clark County School District, Las Vegas, NV.

PUB DATE- 97
NOTE- 11p.; In: Work Papers of the Summer Institute of
Linguistics, University of North Dakota Session. Volume 41; see
FL 024 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; *Discourse Analysis; *Language
Patterns; Language Research; Language Usage; Linguistic Theory;
*Literary Criticism; *Literary Genres; *Literature

Two different approaches to the definition of literature (criterial and prototypical) are described, and some features of a prototypical literary work are outlined. The criterial approach attempts to provide criteria that must be met by all texts to be called literature. The prototype approach focuses on a particularly good example to which other examples bear resemblance. It is suggested that prototypical literary works are (1) written texts; (2) are marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, and meter; (3) are in a literary genre (poetry, prose, fiction, or drama); (4) are read aesthetically; (5) are intended by the author to be read aesthetically; and (6) contain many weak implicatures, and are deliberately somewhat open in interpretation. Two texts, one from a cookbook and the other a poem, are analyzed according to this definition. Problems with this definition are examined briefly. (Contains 17 references.) (MSE)

ED 461 271 FL 024 710

Moser, Mary B.; Marlett, Stephen A.
Seri Dictionary: People and Kinship Terms.
PUB DATE- 97
NOTE- 22p.; In: Work Papers of the Summer Institute of
Linguistics, University of North Dakota Session. Volume 41; see
FL 024 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Dictionaries; English; *Kinship Terminology;
*Language Patterns; Language Research; Linguistic Theory;
Spanish; *Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Bilingual Dictionaries; *Seri

A subset of a Seri-English bilingual dictionary (in preparation) is presented that includes terms referring to people, kinship terms, and verbs closely related to them. This version includes an English-to-Seri dictionary with 61 basic terms and variants, and a Seri dictionary with both Spanish and English glosses. It uses a practical orthography that has long been in use. (MSE)

ED 461 272 FL 024 711

Parker, Steve
An OT Account of Laryngealization in Cuzco Quechua.
PUB DATE- 97
NOTE- 13p.; In: Work Papers of the Summer Institute of
Linguistics, University of North Dakota Session. Volume 41; see
FL 024 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; *Language Patterns; Language
Research; Linguistic Theory; *Phonemics; *Phonology; *Quechua;
Uncommonly Taught Languages

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; Form Classes (Languages); *Indonesian; *Indonesian Languages; *Malay; Morphology (Languages); Syntax; *Tenses (Grammar); Time Perspective; Uncommonly Taught Languages
IDENTIFIERS- Indonesia

This paper examines whether there is a grammatical category of tense in the Indonesian/Malay language (IML), suggesting that IML has a syntactical category of tense that serves to grammaticize time relations in a clause predicate which is not necessarily verbal. The discussion takes a systemic view of grammatical categories in an analytical language, noting that in cases when no synthetic morphological forms exist, only specific phenomena of syntactical paradigms can be considered as grammatical categories. The paper explains that the problem of tense in the IML must be analyzed in connection with aspectuality because such phenomena as verb reduplication and many ter-, ber-, and -i forms have an aspectual component in their meanings. In the IML, there are analytical markers that take part in expressing temporal and/or aspectual relations. The paper proposes principles and systemic views on their categorical nature, examining the grammatical semantics of the markers in question and of the proper complexes themselves and explaining that the outlined evolution in interpreting grammatical notations and categories allowed a search for new perception of the IML phenomena in the functional-semantical domain of tense and aspect. At the lexical level, verbs are classified into different aspectual meanings. At the syntactical level, there is a type of tense grammatical category. (Contains 26 references.) (SM)

ED 461 293 FL 027 123

Gunarwan, Asim
The Indonesian Speech Act of Prohibiting among Five Age Groups of Javanese: Evidence of Cultural Transformation?
PUB DATE- 00
NOTE- 21p.; Paper presented at the Sociolinguistics Symposium (Bristol, England, United Kingdom, April 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cultural Influences; Foreign Countries; *Interpersonal Communication; *Javanese; *Social Values; *Speech Acts; Uncommonly Taught Languages
IDENTIFIERS- Indonesia (Java); *Politeness

This study examined how the speech act of prohibiting is realized in terms of directness and indirectness among native Javanese speakers, noting strategies used in socially differentiated speech events and investigating whether the cultural norm of Javanese people, which is renowned for prioritizing politeness, is transforming. Prohibiting was chosen for study because it is a speech act with a high potential to threaten the face of the listener. Surveys completed by 158 native Javanese speakers asked about demographics and Javanese fluency. Respondents provided an act of prohibiting to a hypothetical interlocutor in each of eight hypothetical situations differentiated according to power, solidarity, and public. The hypothetical situations occurred in an air conditioned room in which someone practices and desired future outcomes. These are accompanied by narratives that explain how to complete the worksheets and how to use the resulting data for planning. A glossary of terms is included. (Contains 110 references.) (JLS)

ED 461 314 HE 030 246

Thorley, Lin, Ed.; Gregory, Roy, Ed.
Using Group-Based Learning in Higher Education. Teaching and Learning in Higher Education Series.
PUB DATE- 94
NOTE- 176p.; Published by Kogan Page Limited. Most papers are from the "Using Group-Based Learning in Higher Education" Conference (Offley Place, Hitchin, England 1993).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accounting; Administrator Education; Aerospace Technology; Business Administration Education; Case Studies; Chemical Engineering; College Mathematics; Cooperation; *Cooperative Learning; Creativity; Decision Making; Engineering Education; Faculty Development; Foreign Countries; *Group Dynamics; *Group Structure; Higher Education; History Instruction; Leadership; *Learning Activities; Peer Evaluation; *Peer Groups; Preservice Teacher Education; Reflective Teaching; Student Journals; Teamwork
IDENTIFIERS- *Group Process Training; United Kingdom

The 26 papers in this collection from a British conference first provide an overview of group-based learning in higher education, offer a range of examples, and identify issues and trends. Chapters include: (1) "Introduction" (Roy Gregory and Lin Thorley); (2) "An Overview from Higher Education" (Diana M. R. Tribe); (3) "The UPshot Programme: Improving Group-Work Skills for Business and Accounting Students" (Diane Garland); (4) "Facilitating the Formation of Effective and Creative Working Groups" (John Robson); (5) "Towards Self-Managed Projects: Learning Team Techniques" (Victor Newman and Geoff Nelder); (6) Facilitating Team-Work in the Curriculum" (Myszka Guzkowska and Ivan Kent); (7) "Synectics in Higher Education" (Graham Rawlinson); (8) "The Academic Management of Group Projects" (Brian Stone); (9) "The Development of a Learning in Groups' Course for Academic Staff" (Roy Gregory and Lin Thorley); (10) "The Effects of Group Composition upon Students' Perceptions of Their Learning" (C. Dawson, and others); (11) "Peer Evaluation in Practice: Experience from a Major Group Project" (Brian Mathews); (12) "Facilitating Understanding of Group Dynamics" (Katherine Cuthburt); (13) "Self-Development Groups on a Diploma in Management Studies Course" (Peter Cuthburt); (14) "Using Group-Based Learning in Chemical Engineering Studies" (G. S. Bainbridge); (15) "Learning Journals for Evaluation of Group-Based Learning" (Marjorie Talbot); (16) "Working in Groups and Teams" (Jim McNally); (17) "A Case Study of a Group-Project in Aerospace Design Engineering" (Martyn Pressnell); (18) "Group-Project Work: Two Enterprise Case Studies" (Annie Grant); (19) "Development of Group Skills using a Linked Assignment" (R. G. Harris, and others); (20) "Management Indecision: Using Group-Work in Teaching Creativity" (Peter McHardy and Steven Henderson); (21) "Preparing Student History Teachers as Subject Coordinators" (Sneh Shah); (22) "Using Group-Projects in the Teaching of Mathematics to Electrical Engineering Students" (Judy Wilkinson); (23) "History Resource Packs for Schools" (David to 12.8% of state budgets in FY 2001, after 2 years in a row of increases in higher education's share of state general fund budgets. A mix of issues was addresses in the 2000 legislative sessions. These included an increase in the use of performance measures and other accountability requirements and an interest in nonneed-based financial aid programs. On the student aid front, average levels of student indebtedness at graduation continued to increase alarmingly, with loans comprising more than 60% of all student financial aid. Workforce preparation, accountability, performance-based funding, affordability, and reform of teacher preparation programs are the top issues facing higher education on state legislative agendas in 2001. These issues and increasing competition for state resources mean that 2001 will be a challenging legislative year for higher education officials. (Contains 4 exhibits and 37 endnotes.) (SLD)

ED 461 334 HE 034 614

Recent Changes in UC Admissions Policies. Parent/Student Guide = Unos cambios recientes en los reglamentos de ingreso de la universidad de California. Guia de padres/estudiantes.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 01
NOTE- 6p.; Spanish translation by Marsy Haber.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *College Admission; College Applicants; Educational Change; Educational Policy; *High School Seniors; Higher Education; Parents; *Selective Admission; State Colleges
IDENTIFIERS- *University of California

This parent/student guide describes recent changes in admissions policies at the University of California (UC). Traditionally, UC admitted the top 12.5% of high school graduating seniors, but beginning in 2001, the top 4% of students in the graduating class of every high school are eligible if they have completed 11 specific "a-f" courses by the end of the junior year. Under this program, "Eligibility in the Local Context," students are admitted to a specific campus, although not necessarily their campus of choice. With the entering class of 2003, a new policy will give students who rank between 4% and 12.5% at their high schools provisional admission to a UC campus after they attend a community college. This dual admissions policy gives students who have excelled academically in disadvantaged high schools a clear and affordable route to a UC degree. The guide defines the grades that count in determining eligibility, the grades and scores students will need, and expected further changes in admissions policies. Sources are given for further information. (SLD)

ED 461 335 HE 034 615

Arendale, David
Lessons That I Have Learned from Students in Peer Study Groups.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English

Council, Ottawa (Ontario).
PUB DATE- 96
NOTE- 96p.; Published by Annick Press. Illustrated by Lorraine Tuson and Brian Bean.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advertising; Audience Response; Childhood Attitudes; *Children; *Critical Viewing; Decision Making; Programming (Broadcast); Special Effects; *Television Viewing; Visual Literacy
IDENTIFIERS- *Television Literacy

This book is a guide for encouraging critical television viewing skills in children, allowing them to make up their own minds about the power and influence of television. The introduction addresses the importance of television in North America and compares viewing patterns with those in other countries. The text throughout is accompanied by sidebars and attention-grabbing graphics. Each chapter concludes with a profile interview, including one with the casting director of the hit television series, "The X Files." Topics include the creation of special effects, issues surrounding television shows that entice viewers to watch, "behind the scenes" profiles, and the future of television. A list of media agencies that children can contact and tips for effective letter writing are included. (AEF)

ED 461 357 IR 018 533

McClain, Tim
Citing Internet Addresses: A How-To Guide for Referencing Online Sources in Student Bibliographies. Revised.
PUB DATE- 96
NOTE- 5p.; Copyrighted by Wentworth Worldwide Media. Document appeared in the October 1996 issue of "Classroom Connect" newsletter.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Bibliographies; *Citations (References); Electronic Mail; Elementary Secondary Education; File Transfer Protocol; *Internet; *Multimedia Materials; *Online Searching; Student Projects; *Student Research; World Wide Web; Writing Assignments
IDENTIFIERS- Gopher; Internet Relay Chat; Telnet; USENET

This paper provides easy-to-understand guidelines for citing online information in student bibliographies. Citation structure and examples are provided for each type of Internet source. Guidelines are included for the following Internet sources: electronic mail; Gopher; File Transfer Protocol (FTP); Telnet; World Wide Web; Usenet Newsgroups; Internet Relay Chat (IRC); online images; online sounds; and online video clips. Three Web sites with more information about citing electronic sources are also provided. (SWC)

ED 461 358 IR 018 597

Internet for Educators TM : A Step-by-Step Guide To Help

IDENTIFIERS- *Texas; *Texas Education Agency
The 76th Legislature authorized the Texas Education Agency to develop and conduct educational technology pilot programs during the 2000-2001 biennium. The purpose of the pilots was to use innovative technologies to deliver curriculum and improve student learning. The programs, implemented in 13 Texas school districts, utilized 28 different technology and content vendors. The Ed Tech PILOTS (Educational Technology) Providing Increased Learning Opportunities for Texas Students) projects used a variety of technologies, such as laptop computers, the Internet, and CD-ROM-based instruction. To obtain baseline data, surveys of principals, teachers, and students were administered before the pilots were implemented; principals and teachers were also surveyed at the end of the pilots. The PILOTS projects produced significant positive impacts in many areas. Schools experienced successes in terms of student and teacher performance and self-confidence, and family involvement. This report describes each of the pilots and summarizes baseline information and data collected from participating school districts. Also included are lessons learned and recommendations that will enable similar projects to operate more effectively in the future and that will enhance education in Texas through the use of technology. Recommendations include the following: (1) Create a new process to fund and carry out research that is different from the current grant process; (2) Implement additional pilots that examine the feasibility of providing substantial content via technology; (3) Encourage more curriculum content to be delivered electronically; and (4) Develop strategies for helping districts supply an adequate level of technical support to their schools. Appendixes include: baseline data versus end of study data for the principal survey and the teacher survey; results of the teacher self assessment; and results of student assessment of teachers. (AEF)

ED 461 376 IR 021 112

Exemplary and Promising Educational Technology Programs, 2000.
PUB DATE- 02
NOTE- 62p.; Produced by the U.S. Department of Education, Educational Technology Expert Panel.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Educational Change; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Program Evaluation
IDENTIFIERS- Exemplary Schools; Experts; *Technology Utilization
This publication is the result of 20 months of work by the members of the U.S. Department of Education's Educational Technology Expert Panel. From September 1998 to April 2000, the Panel met a total of five times to discuss its mandate (i.e., to evaluate educational programs and recommend to the Secretary of Education those programs that should be designated as exemplary or promising), create review criteria, establish a review process, and review programs. The report includes a look at the Panel process and the criteria by which submissions were judged. The following programs were recommended by the Panel and designated exemplary or promising by the Secretary of Education in 2000: (1) Maryland Virtual High School CoreModels Project; (2) Middle-school Mathematics through Applications Program (MMAP); (3) Modeling Instruction in High School Physics; (4) One Sky, Many Voices, a middle-school science

cultures also created transitional difficulties; (3) administrators underestimated the difficulties inherent in the transition process experienced by transfer students; and (4) a positive transition required finding a niche at the transfer institution in which to make and build relationships. Participants of the study offered several suggestions for ways in which the administration could improve the transition process. (Contains 55 references and 4 appendices, including the interview protocol.) (KP)

ED 461 396 JC 020 132

Brandsma, Jane Ann
Data Collection and Analysis: Examining Community College Students' Understanding of Elementary Statistics through Laboratory Activities.
PUB DATE- 00
NOTE- 214p.; Doctor of Philosophy Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Mathematics; Community Colleges; Conventional Instruction; *Educational Theories; Mathematics Activities; *Mathematics Instruction; Nontraditional Education; *Statistics; *Teaching Methods; *Two Year College Students; Two Year Colleges

This quantitative study compared two groups of community college students who were studying elementary statistics. The control group consisted of 38 students in two classes during the fall of 1998, and the treatment group contained 40 students in two classes during the spring of 1999. The treatment group participated in ten data collection and analysis activities in lieu of some teacher-centered instruction. The study determined if treatment students would: (1) show different levels of understanding; (2) write more accurate, detailed, and complete explanations on open-ended essay questions; (3) more readily see applications of statistics; and (4) develop different attitudes and beliefs about statistics. Results showed that students in the treatment group had better grades on the first of three tests (p .0001), but on none of the selected final examination items. Administration of the Survey of Attitudes toward Statistics (SATS) and the STARC-CHANCE showed no statistically significant differences. The study concluded that the data do not indicate that including 10 constructive hands-on activities in an otherwise traditional course is sufficient to achieve broad gains in statistical understanding. It recommended that sequences of related activities be implemented to help students build on previous ideas and develop connections among concepts. (Contains 86 references.) (NB)

ED 461 397 JC 020 135

Kirk, Mary Powell
Critical Issues Affecting Internet Instruction within the North Carolina Community College System.
PUB DATE- 00
NOTE- 118p.; Doctoral Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Class Size; *Community Colleges; *Distance

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrators; *Child Caregivers; Class Activities; Cooperation; *Day Care; *Early Childhood Education; Educational Practices; Inclusive Schools; Learning Activities; *Organizations (Groups); Parent Child Relationship; Partnerships in Education; *Preschool Teachers; Professional Development; Science Education; Teacher Student Relationship; Toilet Training; Young Children
IDENTIFIERS- Florida

This document is comprised of the two issues "Children our Concern" published in 1999-2000. This journal for Florida early childhood education practitioners provides information on current issues in early childhood education, educational practices, and activities of the Early Childhood Association of Florida (ECA of FL). Regular features in each issue include" "Did You Know?" a column to increase awareness of health and safety issues in early childhood programs; reviews of children's literature; a calendar of events; reports from ECA of FL officers; and information on ECA of FL activities. The summer 1999 issue features articles on strategies to meet the challenges of inclusion, dinosaur classroom activities, using music and laughter in education with young children, parenting, and science education. The winter 1999-2000 issue includes articles on promoting creativity, collaborative efforts to improve education for young children, toilet training, infant sleep positions, including children with special needs in Florida early childhood programs, and administrator credential requirements in Florida. (KB)

ED 461 417 PS 030 116

Patten, Peggy; Robertson, Anne S.
Violence Prevention Resource Guide for Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 146p.; Also funded by the Illinois Violence Prevention Authority.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Attachment Behavior; *Child Rearing; *Children; Conflict Resolution; Dating (Social); Developmental Stages; Discipline; Early Experience; Family Environment; Mass Media Effects; Parent Child Relationship; Parent Influence; Parent Materials; Parent Student Relationship; *Parenting Styles; Peer Influence; *Prevention; Substance Abuse; *Violence
IDENTIFIERS- Brain Development; National Parent Information Network

Developed in response to requests from a variety of family support professionals, teachers, and parents, this sourcebook offers information on preventing violence in children at different stages of development. The introduction provides a rationale for the development of this sourcebook, discusses parental influence, and describes how parents can use this guide. The sourcebook is organized to offer access to information on the three primary developmental stages in childhood: the early years (birth to 5 years), middle childhood (6 to 12 years), and adolescence (13 to 18 years). Within each section are subsections that give an overview of development

Skills"; (8) "Information and Communication Technology"; (9) "Integrated Occupational Program"; and (10) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other than English, and other courses such as Environmental and Outdoor Education, and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 435 PS 030 163

Curriculum Handbook for Parents, 2001-2002: Grade 9.
PUB DATE- 01
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 9 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 9 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; (9) "Integrated Occupational Program"; and (10) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other than English, and other courses such as Environmental and Outdoor Education, and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 436 PS 030 164

Curriculum Handbook for Parents, 2001-2002: Senior High School.
PUB DATE- 01
NOTE- 52p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for

children if poverty increases. The book emphasizes four themes. First, it is unlikely that the level and composition of immigration from Mexico will change in the near future. Second, the children of farmworkers raised and educated in the United States avoid farm work, and farmworkers move on as quickly as possible to more stable and higher-paying jobs. Communities and migrant assistance programs try to provide farmworkers and their children with the education to move into nonfarm jobs, but these integration efforts also reinforce farmers' assertions that U.S. workers will not do farm work and the only option is continued immigration. Third, unlike the one-to-one relationship between child population growth and school enrollment, the rate at which poor rural people apply for and receive public assistance is increasing more slowly than their numbers. Fourth, the binational labor market is so well established between rural Mexico and rural California that the United States must take an interest in rural Mexico and its development. The book is organized into three parts: history and impacts of immigration in the rural United States and immigration patterns in California; key findings from seven in-depth studies of rural California towns; and public policies on immigration and integration. The bulk of the references to migrant education occur on pages 70-78. (Contains 108 references, 9 data tables and figures, and an index.) (SV)

ED 461 453   RC 021 598

Hucko, Bruce
Where There Is No Name for Art: The Art of Tewa Pueblo Children.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 96
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; *American Indian Culture; American Indian Education; Art Education; *Art Expression; Ceramics; Childhood Attitudes; Children; *Childrens Art; Cultural Activities; Cultural Maintenance; Dance; Elementary Education; *Interviews; *Pueblo (People); Social Values; Visual Arts
IDENTIFIERS- Cultural Values; *Tewa Pueblo

In their own language, Tewa Pueblo people have no word for art. Pottery, painting, embroidery, dancing, and other "art" forms are not considered separate from life; they are synonymous with work, thoughts, and expressions. In this collection, artwork by the children of Santa Clara, San Ildefonso, San Juan, Pojoaque, and Nambe Pueblos accompanies interviews with the children by an art educator. Interviews emphasize creativity, continuity, community, identity, and relationships within the Pueblo culture. The introduction, "Don't Talk Too Much, Just Do Your Show," describes the physical landscape of the Pueblo children; the interview process; gathering the artwork; and aspects of teaching art to children related to attitudes, skills, concepts, and applications. "They Set the Pace for Us" explores ancestral history and intergenerational ties. "My Name Is Secret" describes the children's Tewa names as links to their past and identity. "A Pueblo Is Where Your Family Is" illustrates the concepts of Pueblo place, activities, family, and identity. "Put a Little Color in Your Mind" describes the place of the kiva (sacred place) in Pueblo life, the symbolism and traditions of working with clay in pottery making, and the sources of designs and ideas. Each of the first four chapters is followed by a related art lesson. "Dancing To Get a Good simultaneous building and use of social capital, and explores the ways in which learning as part of an agricultural community can be used to bring benefits to isolated geographic communities. The model presented stems from studies in Tasmania (Australia) of the informal learning process that builds resilient communities. The two-stage model conceptualizes the way in which social capital is used and built in interactions among individuals. The first stage depicts social capital at the micro level of one-on-one interactions, focusing on knowledge resources and identity resources (identification with and commitment to the community). The second stage of the model outlines the interrelationship of micro-level social capital processes with community-level and societal-level social capital resources. (Contains 54 references.) (Author/SV)

ED 461 471 RC 023 366

Kingma, Onko; Falk, Ian
Cooperation and Tolerance: Restoring Our Economic System. CRLRA Discussion Paper Series.
PUB DATE- 00
NOTE- 20p.; Paper presented at the symposium "Australian Values: Rural Policies" (Canberra, Australia, August 28-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Community; Cultural Pluralism; Foreign Countries; *Free Enterprise System; *Futures (of Society); *Informal Education; *Institutional Environment; Public Policy; *Rural Areas; Social Capital; Social Change; *Social Values; Sociocultural Patterns
IDENTIFIERS- Australia; *Learning Communities

This paper argues that present institutional settings in rural Australia are inadequate for bringing about a culture that is fair and inclusive. A vision for rural Australia based predominantly on a market economy and its attendant policies and institutions allows the "means" (the market) to determine the ends and may lead to an undesirable type of society. An institutional framework directed solely to market solutions has the potential to contradict important social, cultural, and spiritual values and may lead to overemphasis on materialism, competition, and selfish individualism. These characteristics may undermine "community" and the very fundamentals that make markets work--trust and the security of reliable, honorable transactions. A solution lies in rural policies that support infusion of new values into institutions--values of empowerment, cooperation, spiritual growth, caring, and tolerance. Concepts of "community" must be revived in the context of a lifelong learning culture supported by social capital. This context would include enabling programs and activities that involve information generation and use, facilitation of change, capacity building, leadership development, and action research. Other related issues include the relevance of money and appropriate economic relationships, positive and negative aspects of competitiveness, work as enrichment, the influence of property rights, the role of women, contributions of the arts to a new culture, and policy guaranteeing minimum income. (Contains 64 references.) (Author/SV)

ED 461 472 RC 023 368

teaching and learning of mathematics. It also gives the information and support teachers need to create a positive and effective learning environment for their students. This book focuses on how to create the learning environment, concept development, appropriate settings for learning, teaching with understanding, planning for concept development, and putting it into practice. It is suggested that when creating the environment for learning mathematics, the goal should be for all children to develop mathematical concepts in an environment that acknowledges and values each student's efforts to grow and to learn. The following topics are addressed in the appendix, "Putting It Into Practice:" Steps for Getting Started; Self-Directed Exploration; A Math Time Routine; The Teacher's Role; What To Do When Problems Arise; and Dealing with Common Problems and Concerns. (Contains 14 references.) (ASK)

ED 461 491 SE 060 988

Bybee, Rodger W.
Achieving Scientific Literacy: From Purposes to Practices.
PUB DATE- 97
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Futures (of Society); *Science Education; *Scientific Literacy
IDENTIFIERS- National Science Education Standards

This book offers a broad vision for improving science education that is at times historical and philosophical and also concrete and practical. It discusses several themes including: a clarification of scientific literacy; a systemic perspective on reform; a standards-based approach to improving science education; and an emphasis on science teaching and student learning. The book addresses the critical challenge of transforming issues from national standards to state and local practices, and ultimately to the classroom, with the aim of developing greater coherence and consistency in science education. This is a book for anyone concerned about the future of science education. It will help classroom teachers and administrators with both the larger perspective of reform and the practical issues of improving their programs and practices. Scientists and engineers who support and influence school science programs and teachers and policymakers who identify and address critical issues of educational reform will also find this book valuable. (AA)

ED 461 492 SE 061 028

Laws, Priscilla W.; Thornton, Ronald K.
FIPSE Interactive Physics Project (October 1989-August 1993). Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 114p.; Based on Workshop Physics (Dickinson College) and Tools for Scientific Thinking (Tufts University). Produced by Dickinson College, Department of Physics and Astronomy. Appendixes printed on color paper may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires,

and the business sector closer together through apprenticeship/trainee schemes and vocational training. The third general objective is to combat exclusion by promoting two types of pilot schemes: "second chance" schools and voluntary service for young people. The fourth general objective is proficiency in three European Community languages. The fifth general objective is to treat capital investment and investment in training on an equal basis. (Appendixes include data and figures, examples of European Community programs, and statistical tables and graphs.) (YLB)

ED 461 012   CE 073 965

Lazos, C. G.
Youth Policies in the European Union. Structures and Training. Studies No. 7.
PUB DATE- 95
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *International Cooperation; Postsecondary Education; *Public Policy; Secondary Education; Service Learning; Staff Development; Student Participation; Student Volunteers; *Work Experience; *Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- *European Union

This volume contains three studies that address important and complementary aspects of youth work as it is developing in the Member States of the European Union. Chapter 1, Youth Structures and Policies at National Level, has two parts. The first describes the specific nature of youth policies carried out by the various governments and the underlying concepts and the terminology used. The second part is an overview of the type and direction of youth policies in the Member States, stressing some aspects of convergence and divergence. Chapter 2, Youth Structures and Policies at Regional and Local Level, analyzes the regional and local dimension of youth policies. Part 1 describes regional and local structures and the corresponding youth policies implemented by the Member States. It pinpoints the particular features of each Member State and highlights common features, convergences, and areas suitable for the development of cooperation at European level. Part 2 highlights the objectives of youth policies and the social problems they attempt to resolve. Chapter 3, Youth Worker Training, is divided into two parts. The first consists of tables and brief commentaries that present the training systems for youth workers set up by the different Member States. The second describes those aspects in common and identifies converging trends that are determining the current situation in youth work. (YLB)

ED 461 013   CE 075 069

Pratt, Daniel D.
Five Perspectives on Teaching in Adult and Higher Education.
PUB DATE- 98
NOTE- 304p.; Foreword by Stephen D. Brookfield. Produced by Daniel D. Pratt and Associates.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Students; *Andragogy; *Beliefs; Continuing Education; Delivery

A research project studied Canadian organizations that are using informal organizational learning approaches to embed ongoing learning within the actual work processes. Five organizations that self-identified as learning organizations at mature stages of development were studied in depth. No organization was a paragon of organizational learning. This phenomenon was much less an outcome than an ongoing process of managing paradoxes. Each research site provided both examples of the dilemmas that challenged them continuously and examples of creative responses to these dilemmas with which they were experimenting with varying degrees of success. These paradoxes included the tensions inherent in action versus reflection and the need to achieve the task by attending to the process; the need for structured leadership as well as freedom and autonomy; the challenge of translating values into action; the use of conflict and confrontation to enable collaboration; and the balancing of individual and organizational learning needs. Responses to these dilemmas are, respectively, mentoring relationships, communities of practice, skill development, shared set of values; shared leadership, participative decision making; values clarification, gap examination, behavior modeling; interpersonal skill training, time for reflection, multi-user feedback; and maintaining the balance. (Contains 36 references.) (YLB)

ED 461 031 CE 082 657

Laiken, Marilyn; Edge, Karen; Friedman, Stephen; West, Karima
From Informal to Organizational Learning in the Post-Industrial Workplace. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; Conflict Resolution; Corporate Education; Developed Nations; Educational Environment; Foreign Countries; *Informal Education; *Labor Force Development; *Lifelong Learning; *On the Job Training; *Organizational Climate; *Organizational Development; Participative Decision Making; Skill Development; Team Training; Values Clarification
IDENTIFIERS- Canada; *Learning Organizations

A research project studied in depth four organizations using organizational learning approaches to embed continuous learning within actual work processes. The most sustainable benefits, in terms of both individual and organizational needs, tended to result from "action" or "situated" learning that is informal and accrues directly from work-related activities. This learning took place in the interstices of organizational life and was characterized by relationship and interpersonal interaction through basic social processes such as individual informal learning, team learning, learning through dealing with conflict; making and reflecting on mistakes; and shared leadership in support of informal learning. These three sets of activities were identified as key factors in ensuring an organizational climate conducive to learning: creating a values-based shared vision of both the task-related goals and the internal functioning of the organization; examining and revising systems, procedures, and processes, so that they clearly reflect the vision and values in action; and continuously evaluating progress towards achieving the vision, institutionalizing new ways of working in the fields of basic and continuous training. Although the committees cannot impose any training on companies, they can identify resources and content and propose training activities. Even though many are still in the experimental stage, the sectoral committees are coming to exercise some influence over the regulation of training supply. (Contains 38 references.) (MN)

ED 461 048 CE 082 820

Tremblay, Diane-Gabrielle; Le Bot, Irene
[illegible] German Dual Apprenticeship System: An Analysis of Its Evolution and Present Challenges.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 50p.; Paper presented at the Annual Meeting of the Labour Education and Training Research Network (4th, Vancouver, British Columbia, October 20-22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Certification; Change Strategies; *Comparative Education; Continuing Education; Delivery Systems; Developed Nations; *Education Work Relationship; Educational Change; Educational Demand; Educational Finance; Educational History; Educational Legislation; Educational Needs; Educational Policy; *Educational Practices; Educational Supply; Educational Trends; *Employment Practices; Employment Qualifications; Federal Legislation; Federal Regulation; Financial Support; Foreign Countries; Income; Job Placement; Job Skills; Literature Reviews; Models; Needs Assessment; Policy Formation; Postsecondary Education; Program Costs; Program Evaluation; Public Policy; School Business Relatio Canada; Germany
IDENTIFIERS- Canada; Germany

The evolution of Germany's dual apprenticeship system and the challenges now facing it were reviewed. The following topics were considered: (1) the progression from craft guilds to vocational training; (2) the history of Germany's dual apprenticeship system from its organization in the 1970s; (4) apprenticeship in the dual system; (3) Germany's education system; (5) regulation of vocational training; (6) financing and the cost of training; (7) adjusting skills to new requirements; (8) regulation of the apprenticeship placement system; (9) continuing vocational training in Germany; (10) new challenges for today's dual system; (11) apprenticeship in Germany's Eastern Lander; (12) apprenticeship as a strategy for fighting youth unemployment; (13) Quebec's apprenticeship system; (14) an overview of apprenticeship in Canada; and (15) a comparison of the German model of apprenticeship to models in other countries. The success of Germany's dual apprenticeship system was attributed to the fact that it does not compete against itself by attempting to solve the problems of adjusting to changes in the labor market by creating branches that are parallel to system's existing branches and thereby undermining the value of the existing system or creating "upward competition through higher-level training programs." (Contains 12 tables/graphs, 33 endnotes, and 36 references.) (MN)

ED 461 049 CE 082 821

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselors; Health Maintenance Organizations; Marketing; *Office Practice; *Records (Forms)
IDENTIFIERS- Invoices; *Private Practice

This manual provides essential information for counselors in private practice who are either just starting out or have established practices. It is organized into six sections, which contain forms relating to different aspects of practice. The material can be used to create new forms or adapted for individual use. They can also serve to generate marketing ideas, help work with managed care organizations, and improve billing. Chapter 1 concerns office policy and procedures and contains sample letters to clients on policy, discontinuation of therapy, and other acknowledgements. Chapter 2 deals with billing to insurance companies and individuals. Chapter 3 considers client release and consent forms. Chapter 4 discusses intake, clinical evaluations, and progress monitoring. Chapter 5 presents marketing ideas. Chapter 6 explains how to work with managed care organizations. A CD-ROM accompanies the manual. (JDM)

ED 461 067 CG 031 459

Velayo, Richard
Asynchronous Approaches to Teaching Psychology Courses Online.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Partly funded by a Presidential Assessment Grant from Pace University, 2001-2002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Mediated Communication; *Computer Software Evaluation; Core Curriculum; *Distance Education; Educational Research; Higher Education; Internet; Online Systems; Student Improvement; Writing Skills
IDENTIFIERS- *Blackboard Instructional Planner

There is evidence of the pedagogical effectiveness of online teaching and the teaching styles that work best with it. However, few studies have looked at the specific pedagogical approaches in relation to specific learning variables such as cognitive components, motivational components, and social components, and the online teaching features that make distance education so useful and preferred by many students. The present study was designed to help establish policies and guide strategies to prepare both students and instructors for distance education. Students (N=189) in a course using Blackboard, a distance learning software package that allows for teaching of courses asynchronously, participated in a study to determine the usefulness of using the various features of the software either as an online course or as a supplement to face-to-face instruction. Preliminary findings indicated that given the format in which the course is taught as well as the academic area, pedagogical use of certain online teaching features varied. Both formats, either completely or partially online, are conducive to learning, but most importantly,

Elementary Secondary Education; Librarian Teacher Cooperation; *Professional Development; *Reading Interests; Reading Material Selection; *Reading Motivation; *Student Motivation; *Teacher Role
IDENTIFIERS- *Book Clubs; Lifelong Readers; *Teachers as Readers Project

The Teachers as Readers Project, originally developed by the American Association of Publishers, helps teachers encourage students to become lifelong readers. Teachers as Readers Book Groups consist of teachers and librarians who meet on a regular basis to read and discuss the same literature--at least four quality children's or adolescents' books and one professional book. To form a book group, first choose approximately 10 members, one of whom should be a school administrator. As an option, consider inviting parents, community members, or school board members to participate. A meeting place and time, six or more meeting dates, group leaders or discussion facilitators, and reading material are among the things that should be selected when organizing the group. Some groups seek funding for reading materials. Local school districts, parent-teacher organizations, and Writing Project groups are among possible sources. Among the suggestions for group facilitators are: establish a relaxed and positive environment; read and reread the book to be discussed; and make a list of four or five open-ended discussion questions. (CR)

ED 461 090 CS 013 126

Improving Public Education through Comprehensive School Reform: An Issue Brief from the International Reading Association.
PUB DATE- 97
NOTE- 8p.; Produced by the IRA Research Division and Washington, DC Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Federal Aid; Incentive Grants; *Public Education; State Aid
IDENTIFIERS- *International Reading Association

The Comprehensive School Reform (CSR) program is a new initiative that could affect International Reading Association members in the United States--but will benefit only those who take advantage of it. The purpose of the CSR initiative is to provide financial incentives for schools to develop comprehensive school reforms. Funding is available to state education agencies (SEAs) to provide incentive grants to school districts for schools that elect to pursue CSRs. Each SEA must submit an application for funding, and each school must identify a CSR model or design its own CSR program according to established criteria. The United States Department of Education is reviewing the CSR program to decide how the process should be developed. (RS)

ED 461 091 CS 014 491

Dragan, Pat Barrett
Literacy from Day One.
PUB DATE- 01
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

de Koster, Katie, Ed.
Readings on Ernest Hemingway. The Greenhaven Press Literary Companion to American Authors.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classics (Literature); *Fiction; Higher Education; *Literary Criticism; Literary Devices; Literary History; Literature Appreciation; *Research Tools; Secondary Education; *Twentieth Century Literature; *United States Literature
IDENTIFIERS- *Hemingway (Ernest); Historical Background; Theme (Literary)

Intended as an accessible resource for students researching America's greatest literary figures, this collection of essays about Ernest Hemingway's (1899-1961) work contains an in-depth biography and essays taken from a wide variety of sources. The essays are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of the author's life and career as well as concurrent historical events, and primary and secondary bibliographies to facilitate research. The 22 essays and their authors include: "Hemingway's World" (Robert Penn Warren); "The Hero as a Good Sport" (Delmore Schwartz); "Cliquish Adolescents or Shattered Heroes in 'The Sun Also Rises'" (James Twitchell and Charles Child Walcutt); "Elaborating a Personal Myth" (Ralph Ellison); "Hemingway's Men and (the Absence of) Women" (Leslie Fiedler); "Art as Survival" (Alfred Kazin); "The Universe on Edge" (David Hughes); "An Ongoing Revaluation of Hemingway" (Keith Ferrell); "Women and Minorities in 'To Have and Have Not'" (Jeryl J. Prescott); and "A Few Notes of Literary History on 'A Farewell to Arms'" (Carlos Baker). (NKA)

ED 461 111 CS 216 128

Hanson, Anne M.
Parents as Writing Partners. Teaching Ideas and Topics.
PUB DATE- 94
NOTE- 7p.; Excerpted from "Notes Plus" (October 1994), published by NCTE.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Collaborative Writing; Grade 7; Instructional Innovation; Junior High Schools; *Parent Participation; *Parent Student Relationship; *Student Motivation; Student Projects; Student Role; *Writing Assignments; *Writing Workshops

For one educator, "Parents as Writing Partners" has been one of the most rewarding experiences of her teaching career. Her seventh-grade students got closer to their parents' thoughts and feelings through encouragement to reinforce their writing, conferring, and editing skills. When parents are asked to share in an assignment, they get closer to their children's learning. Once a teacher is confident that students understand the writing process, he or she can send home a letter inviting parents to join the workshop. Students should be given a course in American culture which was taught for the first time in 2001. The American Studies course, "Interpreting America," developed out of a National Endowment for the Humanities-funded University of Idaho workshop when William Bennett headed the agency in the 1980s and funding supported the "great ideas" tradition. In all the units of the course, she consciously includes a wide array of perspectives. However, she has mixed feelings about teaching such foundational readings as Frederick Jackson Turner's "The Significance of the Frontier in American History," a text now considered both inaccurate and culturally prejudiced. The second new course was designed as a freshman core discovery course, and naming the course and deciding on its themes were difficult enough even before the course began, since the course was envisaged as having a multicultural approach. She also describes some American Studies assignments and notes that the new freshman course has a service-learning component. (NKA)

ED 461 132 CS 510 726

Donahoe, Susan
The Need for Culturally Rich Experiences as Children Learn To Read, Write, Draw, and Communicate in American Education Today.
PUB DATE- 01
NOTE- 10p.; Presentation for the Chinese Students at Northern Jiaotong University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Conventional Instruction; *Cultural Context; *Educational Practices; *Emergent Literacy; Models; Public Schools; Student Needs; Student Role; Teacher Role; Whole Language Approach; *Young Children
IDENTIFIERS- *Childrens Drawings; Personal Experiences

In America, a dichotomy of teaching philosophies which acknowledge the individual needs of children have produced approaches that are used in public school classrooms. The methods exemplify the dichotomous poles and combinations of both. These dichotomous teaching approaches are often referred to as the traditional methods or parts-specific approach and the whole language approach. This paper first describes the traditional approach, the roles of the student and teacher, and children's drawings as "windows of the mind." The paper then describes the wholistic approach, the role of student and teacher, and children's drawings in that context. Noting that educators realize that there are advantages and disadvantages to both of these extremes, the paper states that aspects from the culture from which the children come offer motivations and experience. It suggests that as teachers engage their students in educational pursuits, the more direct, contextual knowledge the teachers have, the more genuine, personal teaching will take place. It also discusses some factors which can complicate educational efforts. Dichotomous language and art models are attached. (Contains 34 references.) (NKA)

ED 461 133 CS 510 727

LeBlanc, H. Paul, III
The Use of PowerPoint in the Public Speaking Classroom.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the National

(Contains an index and approximately 160 references.) (RJM)

ED 461 153 EA 029 027

Duncan, P. Kay
How Can We Prepare Reflective Administrators for a Non-Reflective World? Alternative Assessment Can Help.
PUB DATE- 95
NOTE- 56p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Salt Lake City, UT, October 27-29, 1995). An earlier version appears in "Journal of CAPEA (California Assn. of Professors of Educational Administration)" 1996 v8 p43-58; see EJ 534 003 in "Current Index to Journals in Education" (CIJE).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; Excellence in Education; Higher Education; *Instructional Leadership; *Principals; Problem Solving; Professional Development; *School Administration; *Self Evaluation (Individuals)
IDENTIFIERS- *Reflective Thinking

Principals who are reflective in daily practice, it is claimed, can deal with the common as well as the extraordinary problems faced by principals because they can capably analyze a situation before making competent decisions. Strategies that should allow school leaders to link reflection, theory, and practice are presented in this paper. It reports on a "theory-in-action" tried with students in a graduate-level education class, detailing how this theory was developed, facilitated, and assessed. The purpose was to model reflective pedagogical practices and assessment that have been recommended in the literature on learning. The paper is a phenomenological description of attempts to carry out a pedagogical philosophy: to wit, that teaching and assessment should be based on a holistic, responsive, and student-centered curriculum that highlights the interactive nature of speaking, listening, reading, writing, thinking, reflecting, and doing. In developing the assessments, the importance of examining and reflecting on the processes, as well as the products, of learning are stressed. The purpose in devising the assessments was to ask students to perform, create, produce, or do something; tap higher level thinking skills; and use tasks that represent meaningful instructional activities; and invoke real-world applications. (RJM)

ED 461 154 EA 029 038

Lasonen, Johanna, Ed.; Young, Michael, Ed.
Strategies for Achieving Parity of Esteem in European Upper Secondary Education. Final Report on the Project.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).; Ministry of Education, Helsinki (Finland).
PUB DATE- 98
NOTE- 285p.; "The Post-16 Strategies project (FIN/95/1/226/S/III.2.a/FPI) has been carried out with financial support of the Commission of the European Communities under the LEONARDO da VINCI Programme, of the Finnish Ministry of Education and of the Partners."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Massucci); "For-Profit Charter Schools: What the Public Needs To Know" (Christy Lancaster Dykgraaf and Shirley Kane Lewis); and "For-Profit Charter Schools and Students with Disabilities: The Sordid Side of the Business of Schooling" (Nancy J. Zollers and Arun K. Ramanathan). Chapter 3, "Public-Private Choice," includes "Some Things You May Want To Know about Tuition Tax Credits" (Russell I. Thackrey); "Tuition Tax Credits and Education Vouchers: Private Interests and the Public Good" (Denis P. Doyle); "The Consequences of School Choice: Who Leaves and Who Stays in the Inner City" (Valerie J. Martinez and others); "Educational Vouchers: Effectiveness, Choice, and Costs" (Henry M. Levin); "The Milwaukee Voucher Experiment" (John F. Witte); and "Free Market Policies and Public Education: What Is the Cost of Choice?" (Kim K. Metcalf and Polly A. Tait). Each chapter begins with an overview of its school-choice issue. This document ends by discussing the fundamental issue of how much choice parents should be allowed to have in their children's education. (RT)

ED 461 173   EA 031 455

Leadership Makes a Difference: A Series of Professional Development Workshops for Principals and School Leaders.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 197p.; Three videotapes that this workbook accompanies are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Leaders Guides; *Leadership Training; *Management Development; Workshops
IDENTIFIERS- *Pacific Region

This document is a series of three workshops for principals and school leaders using a Pacific region cultural context. Its goal is to promote diverse thinking and opinions that will lead to discussions that, in turn, will have a positive impact on student achievement. Workshop settings are based on the bai, a traditional house where people gather for business and community activities. Because the bai is split into two sides, it is an ideal setting for presenting the two sides of a debate or of an issue, and is thus conducive for discussion and reflection on the workshop content. Workshop themes are: (1) Leader as Learner; (2) Leader as Sensemaker; and (3) Leader as Change Agent. Workshops are organized under seven headings for ease in leading activities: title of session, main ideas, desired outcomes, estimated time, materials list, directions for the facilitator, suggested readings/resources, handouts, and video cue guide. Appendices contain an introduction to Dr. Bruce Matsui, facilitator tools, techniques to encourage and promote group processes, sample evaluation forms for workshops, and a list of additional resources including websites and literature. The content of this module serves as foundational information and is intended to be part of ongoing staff development for administrators. (RT)

ED 461 174   EA 031 456

Ravitch, Diane
Left Back: A Century of Failed School Reforms.

DESCRIPTORS- *Adult Basic Education; Adult Learning; *Disabilities; *Interdisciplinary Approach; Interprofessional Relationship; *Intervention; Models; *Occupational Therapy; Opinions

This paper proposes a model framework, The Ecology of Human Performance (EHP) framework, for organizing adult basic education to utilize the skills of occupational therapists. The paper also includes two responses to the proposed framework by Janet S. Stotts and Cheryl Keenan. Reasons for the inclusion of occupational therapy in adult education programs are offered, including the field's expertise in identifying factors that facilitate or create barriers to performance and in the adjustments that can be made to support individual needs. The EHP framework offers five strategies for addressing individual needs: (1) establish/restore the person's ability to perform in context; (2) modify/adapt contextual features and task demands to support performance in context; (3) alter the context to better match the individual's abilities; (4) prevent problems by anticipating difficulties; and (5) create circumstances that promote more typical or complex performances in context. Definitions are provided of major terms in the EHP framework, which is also schematically illustrated. The first response to the proposed model, by Janet Stotts, points out advantages of the EHP framework, notes differences between educators and therapists, and criticizes the model for focusing on deficits rather than strengths and on volunteer clients who understand the disability and seek assistance. The second response, by Cheryl Keenan, suggests translating the EHP model into a series of intervention types appropriate for basic education of adults with disabilities. (DB)

ED 461 193   EC 305 565

Teaching Students with Learning Disabilities. Programming for Students with Special Needs, Book 6.
PUB DATE- 96
NOTE- 390p.; For other six books in the series, see ED 392 230-233, ED 407 776, and ED 442 237.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention Deficit Disorders; Check Lists; *Cognitive Processes; Definitions; *Disability Identification; Early Identification; *Educational Strategies; Elementary Secondary Education; Fetal Alcohol Syndrome; Foreign Countries; *Individualized Education Programs; Information Sources; Interpersonal Competence; *Learning Disabilities; Mathematics Instruction; Metacognition; Reading Instruction; Science Instruction; Self Esteem; Social Studies; Spelling; *Student Evaluation; Teaching Methods; Thinking Skills; Transitional Programs; Writing Instruction
IDENTIFIERS- Alberta

Part of a seven-book series called "Programming for Students with Special Needs," this book offers all teachers information to enhance their understanding of learning disabilities and provides practical strategies to assist in teaching students with special needs. Section 1 discusses the definition of learning disabilities, labeling, and the domain model, which organizes student characteristics into interacting domains (metacognition, information processing, communication, ensure carry-over between the environments; (6) resources that are available to the people supporting the students; (7) how activities could be modified to accommodate the student's needs; (8) activities the student needs to participate in and technology that would support the student's participation in those activities; (9) options that could be considered to develop a system for the student; (10) how those options can be explored in the student's normal environment; and (11) strategies that can be used to increase the student's level of performance and interaction with the technology. Considerations for preschool children and guidelines for including assistive technology in Individualized Education Programs are also provided. (CR)

ED 461 211 EC 306 385

Weaver, Roberta
Teaching Religion to Students with Mental Retardation. (Part of the Rose Fitzgerald Kennedy Program To Improve Catholic Religious Education for Children and Adults with Mental Retardation). Videotape .
PUB DATE- 97
NOTE- Op.; Produced by the former Center for Ministry with People Disabilities.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Adult Education; Catholic Educators; *Catholics; *Cognitive Processes; Educational Strategies; Elementary Secondary Education; *Mental Retardation; *Religion; *Religious Education; Student Characteristics; Videotape Recordings

Designed to improve Catholic religious education for children and adults with mental retardation, this 22-minute videotape discusses how people learn, how children with mental retardation learn, and techniques for teaching religion and religious practice to students with mental retardation. (CR)

ED 461 212 EC 306 386

Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice. A Center Policy Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Behavior Disorders; Change Strategies; Educational Change; Educational Cooperation; Elementary Secondary Education; *Emotional Disturbances; *Integrated Services; *Learning Disabilities; *Policy Formation; Shared Resources and Services; Student Needs

This report describes the discussion and outcomes of a national summit on barriers to student learning that brought together leaders representing national, state, and local agencies and organizations. The report highlights specific gaps in policy and practice related to five fundamental areas: (1) measures to abate economic inequities/restricted opportunities; (2) primary prevention and early age interventions; (3) identification and amelioration of learning, behavior, emotional, and health problems as early as feasible; (4) ongoing amelioration of mild-moderate learning, behavior, emotional, and health problems; and (5) ongoing treatment of and support for or ask for help, Explain why the plan will work, and Tie down future plans. TARGET provides teachers with a way to instruct students in a social skills strategy cued by the acronym FACT (Face the person, Activate eye contact, Check expression, and Talk clearly), that helps them act in the most effective way when discussing an accommodation request with another person. The manual contains a scripted guide to instruction in social skills, self-advocacy, role-playing, and strategies. The guided script is followed by cue cards and a planning form with samples. The cue cards are designed to be used in conjunction with the preceding part of the manual. Lesson plans explain each step of the TARGET and FACT strategies. (CR)

ED 461 231 EC 306 817

Agenda nacional para lograr mejores resultados para los ninos y novenes con desordenes emocionales serios (National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 12p.; Figures 1 and 2 not available from ERIC. For the English version, see ED 376 690.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; Cultural Awareness; Cultural Differences; Diversity (Student); *Dropout Prevention; *Educational Legislation; *Educational Objectives; Elementary Secondary Education; *Emotional Disturbances; Family School Relationship; Federal Legislation; Government Role; Long Range Planning; Personal Autonomy; School Community Relationship; Self Determination; Severe Disabilities; *Special Education; *Student Evaluation
IDENTIFIERS- Individuals with Disabilities Education Act Part C; Office of Special Education Programs

This report documents the problem of educating students with serious emotional disturbance, reviews the legislative and administrative background, and identifies seven strategic targets in a national agenda for these children. Data for these students on academic outcomes, graduation rates, school placement, school absenteeism, dropout rates, encounters with the juvenile justice system, and identification rates of students of varying socio-economic backgrounds support the magnitude of the problem. The legislative and administrative background includes Part C of the Individuals with Disabilities Education Act and activities of the Office of Special Education Programs. The report then discusses the following seven interdependent strategic targets: (1) expand positive learning opportunities and results; (2) strengthen school and community capacity; (3) value and address diversity; (4) collaborate with families; (5) promote appropriate assessment; (6) provide ongoing skill development and support; and (7) create comprehensive collaborative systems. Three cross-cutting themes are also stressed: first, collaborative efforts must extend to initiatives that prevent emotional and behavioral problems from developing or escalating; second, services must be provided in a culturally sensitive and respectful manner; and third, services must empower all stakeholders and maintain a climate of possibility and accountability. (CR)

ED 461 232 EC 306 920

PUB DATE- 00
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Construction Management; *Educational Facilities Design; Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; *Guidelines; School Construction
IDENTIFIERS- Nevada

These guidelines present optional strategies to be considered in designing schools to be more energy efficient and sustainable. The guidelines are organized by the following design and construction process: site selection; selection of A & E design team; programming and goal setting; schematic design; design development; construction documents; bidding and negotiations; construction administration; and commissioning. Each of these areas is further divided into some or all of the following fourteen areas that apply to each phase: general considerations; site planning and landscape design; daylighting; energy-efficient building shell; solar systems; energy-efficient lighting and electrical systems; energy-efficient mechanical and ventilation systems; environmentally sensitive building products and systems; indoor air quality; water conservation; recycling systems and waste management; transportation; commissioning and maintenance; and eco-education. (Contains 19 references.) (GR)

ED 461 252 EF 006 035

Hitchcock, Susan Tyler
Schools Going Solar: A Guide to Schools Enjoying the Power of Solar Energy. Volume 2.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 99
NOTE- 51p.; With assistance from Peter Slavin, Liz Milner, and Bruce Millar. Part of the "Going Solar" companion led by the Interstate Renewable Energy Council and includes the American Solar Energy Society. For Volume 1 see, ED 426 854.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; *Guidelines; Public Schools; *Solar Energy

This companion document updates an April 1998 volume on designing schools to use solar energy as a power source. Volume 2 presents numerous case studies of solar installations in new and existing schools across the United States and Europe, updates and presents new examples of solar education programs, and offers an updated resource listing of organizations and programs that can provide information and assistance for solar school projects. A list of solar power resources on the Internet is included. (GR)

ED 461 253 EF 006 037

Lease-Purchase Program Applicant Handbook.

IDENTIFIERS- *Optimality Theory; *Peru (Cuzco)

Classical phonemic accounts of Cuzco (Peru) Quechua posit three distinct types of stops: plain, aspirated, and glottalized. A later analysis argued instead for a root-level feature of laryngealization governed by a small number of formal mechanisms. This latter analysis is taken one step further, showing that even greater explanatory power may be achieved by appealing to Optimality Theory. It begins with an overview of Quechua phonology and the distribution of laryngealized stops. It is found that laryngealization in this language is not a characteristic of individual phonemes, but of entire roots, with distribution accounted for relatively easily. Constraints discussed include the features constricted glottis and spread glottis , an alignment constraint, a constraint inhibiting the shifting of laryngealization, the coda filter, root faithfulness, the obligatory onset condition for all syllables, and an effect of the obligatory contour principle. (Contains 13 references.) (MSE)

ED 461 273 FL 024 712

Persons, Jan A.
High Pitch as a Mark of Respect in Lachixio Zapotec.
PUB DATE- 97
NOTE- 4p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 41; see FL 024 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indians; Foreign Countries; Interlanguage; *Interpersonal Communication; Interpersonal Relationship; *Intonation; Kinship; *Language Patterns; Language Research; Linguistic Theory; Phonology; *Regional Dialects; Spanish; Uncommonly Taught Languages
IDENTIFIERS- Mexico; *Zapotec

Analysis of the speech of the people of Santa Maria Lachixio, a Zapotec town in Mexico shows they use a high voice to show respect toward others, and that variability in the height of pitch is unimportant. No other voice quality changes occur, such as laryngealization or breathiness. Kinship, age, and authority are important determiners of high pitch. The greatest effort toward teaching children this sign of respect occurs between the ages of 6 and 12 years. By 12, children are expected to know how to speak and behave respectfully. Slight differences occur in patterns of men and women, based on interlocutor age and authority differences. Both speak in high pitch to their children's godparents, employers, and town authorities. Men speak in high voice to men and women the approximate age of 60 sixty, and to certain outsiders (doctors or teachers). Women are more likely to use high voice with men and women only slightly older than they, and with parents-in-law. Most conversations are begun and ended in high voice, with dialogue in between spoken in a normal voice, although some are conducted entirely in high voice. Some speakers transfer high voice use to Spanish. (MSE)

ED 461 274 FL 024 713

Tuggy, David
Rule-Governed Allomorphy Can Be Suppletive Also.
PUB DATE- 97
NOTE- 7p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 41; see

was smoking or about to smoke. Respondents had to imagine having to ask the other person to refrain from smoking, and if they did ask, to write down the token of their prohibition in Indonesian. They also rated the relative degree of the appropriateness of five strategies for prohibiting for each situation. Overall, there was weak indication that the Javanese norms of speaking were changing. Younger Javanese tended to be more straightforward than older Javanese in expressing a directive of prohibiting. (SM)

ED 461 294 FL 027 124

Gunarwan, Asim
Indonesian and Banjarese Malay among Banjarese Ethnics in Banjarmasin City: A Case of Diglossia Leakage?
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual International Symposium on Malay/Indonesian Linguistics (5th, Leipzig, Germany, June 16-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialects; *Diglossia; Foreign Countries; *Indonesian Languages; Language Attitudes; *Language Maintenance; *Malay; Uncommonly Taught Languages
IDENTIFIERS- *Indonesia; Language Choice

This sociolinguistic study investigated the hypothesis that the Indonesian language (IL) is encroaching upon Banjarese Malay (BM), focusing on the fact that these two related languages form a diglossic situation, whereby IL performs the high function and BM performs the low function. Surveys of Banjarese people collected demographic data and assessed their agreement or disagreement with 10 statements (e.g., BM is a beautiful language, BM is the caretaker of a high culture, BM should be developed on a continuous basis, and BM should be taught in schools in regions where the majority of people are Banjarese). Respondents also indicated which language they used at home when speaking about day-to-day affairs with family members of all generations. Researchers conducted observations in people's homes and around the city. Structured interviews investigated whether or not the observed people were Banjarese, what language they spoke at home, and whether their children spoke BM. Results indicated that Banjarese was almost always used in the home. To some degree, IL had encroached upon BM within the home. Though there were signs that BM was withstanding the encroachment, there were also signs that the resistance was being perforated. (SM)

ED 461 295 FL 027 126

Robertson, Boyd
Gaelic in Scotland at the Dawn of the New Millennium.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; Foreign Countries; *Language Maintenance; Language of Instruction; Mass Media Role; Official Languages; *Scots Gaelic; Uncommonly Taught Languages

Nicholls); (24) "The Development and Implementation of Group-Based Learning on an Accounting Degree" (Trevor Hassall and Sarah Lewis); (25) "Towards the Reflective Practitioner" (Pamela Hunt and Robert McGovern); and (26) Present Challenges" (Roy Gregory and Lin Thorley). (Some chapters contain references.) (JLS)

ED 461 315 HE 030 249

Schmier, Louis
Random Thoughts: The Humanity of Teaching.
PUB DATE- 95
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Instruction; Educational Change; *Educational Philosophy; Empathy; Higher Education; Humanism; Individual Development; Interpersonal Relationship; Journal Writing; Personal Narratives; *Reflective Teaching; Self Efficacy; Self Esteem; Self Evaluation (Individuals); Student Development; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Teacher Change

This book presents, in journal form, the teaching philosophy of Louis Schmier, a university history professor. Through a series of brief essays that were originally published as electronic mail on the Internet, he challenges teachers to reach out to their students. He suggests that unless the teacher values, respects, likes, and accepts himself, he cannot reach out to value, respect, like, and accept the students; that unless the teacher has a high opinion of himself, he cannot have a high opinion of the students; and that unless a teacher is sensitive to himself, he cannot be sensitive to students. He also suggests that teaching technologies and teaching techniques and scholarly resumes are educational camouflage and academic window dressing. The critical issue of education and teaching is seen to be neither the quality of the students nor the expertise of the teacher but rather the success of students, as they learn and grow. Schmier's concept of teaching is to help students reach their inner strengths for development, to feel true about themselves, to feel engaged in class and in life, and to develop strategies that will help them operate as effective persons. (JLS)

ED 461 316 HE 030 258

Higgins, Chris; Reading, Judy; Taylor, Paul
Researching into Learning Resources in Colleges and Universities. The Practical Research Series.
PUB DATE- 96
NOTE- 160p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; College Instruction; Delivery Systems; *Educational Research; Educational Researchers; *Educational Resources; Educational Technology; Evaluation Methods; Foreign Countries; Higher Education; Research and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Students; Higher Education; *Peer Groups; Peer Teaching; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Study Groups

This paper outlines lessons about teaching and learning one college teacher learns from students in peer study groups. From the perspective of the teacher, these lessons are: (1) student-led discussions make the lectures and reading assignments more valuable to the students; (2) it is important to spend time modeling the thinking process for finding answers and developing critical thinking abilities; (3) instructors should be mindful not to inadvertantly intimidate their students; (4) only through student discussions will many students be able to construct and retain the knowledge from their classes; (5) frequent student feedback is necessary for improving classroom instruction; and (6) college provides many learning opportunities outside of the classroom. (SLD)

ED 461 336 HE 034 616

Arendale, David
Trends in Developmental Education.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Studies Programs; Educational Finance; *Educational Policy; Educational Trends; *High Risk Students; Higher Education; *Remedial Programs; Skill Development; Standards; Strategic Planning

This paper contains an overview of policy decisions being made at the state and national levels about learning assistance activities in higher education and developmental education. The principles driving those decisions are also outlined. Some policymakers want to fine the high schools from which under prepared students have graduated; others want to make individual students pay more for developmental education courses. Policymakers in many states believe that the national movement for increased requirements for high school graduation has eliminated or lessened the need for postsecondary academic support and developmental courses. Economic factors are most frequently cited as reasons to reduce or cut developmental course offerings and academic assistance programs, and policy decisions are being driven by some beliefs about developmental education. One such belief is that developmental education is equivalent to affirmative action, a belief that is not true. Nor is it true that developmental education courses water down the academic standards of all courses on campus. Raising admission standards will not eliminate the need for academic assistance and developmental studies, since faculty expectations rise with rising standards, and students will continue to need academic support. It is false to assume that developmental education and academic support programs cost too much; the cost of ignorance and dropouts is much higher. It is also not correct to assume that the temporary increase in the total number of high school graduates means that developmental students are no longer a high priority for recruitment and retention. Nor is it cost-effective to assume that all developmental course work can occur at the two-year college

Educators Understand and Use the Internet. Videotape .
PUB DATE- 96
NOTE- 0p.; Produced by White Rain Films, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Administrators; *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Electronic Mail; File Transfer Protocol; Guidelines; Information Technology; *Internet; Parents; Teachers; *Teaching Methods; *Videotape Recordings; World Wide Web
IDENTIFIERS- Connectivity; Educators

This 66-minute videotape is part of an ongoing Internet education series, exploring the fascinating resources of the Internet. It is a step-by-step guide demonstrating effective techniques for using the World Wide Web, e-mail, file transfer protocol and other technologies. The program examines the Internet phenomenon from the educator's point of view. Included are interviews with working educators, as well as administrators, parents, and professionals, plus examples of how to put the Internet to work in the classroom or to interact with fellow educators across the country and around the world. The program also includes a comprehensive book, "Speakeasy Cafe," with detailed information to get educators connected and navigating the Internet. (AEF)

ED 461 359 IR 018 620

Net Lessons: Education World's Internet Primer.
PUB DATE- 97
NOTE- 34p.; Sponsored by American Fidelity Education Services.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Computer Assisted Instruction; *Computer Uses in Education; Cooperative Learning; *Elementary Secondary Education; Instructional Program Divisions; Learning Activities; *Student Developed Materials; Student Projects; *World Wide Web
IDENTIFIERS- Connectivity

This booklet presents educators with practical ways to put the Internet to work in the classroom. An introduction provides resources for getting connected to and exploring the Internet. The next section on using the Web in the classroom discusses a student-created Web survey; cooperative challenge; social action; community connection; simulation; Web publishing; and multimedia. The following five sections present teacher-tested Internet-based projects for different grade levels ranging from kindergarten through grade 12. Each lesson plan (project) identifies the subject, grade level, activity type, activity level, time frame, partners, materials needed, objectives, procedure, timeline, extension activities, and helpful tip. The five lesson plans are: Project 1, "Mighty M&M Math" (students compare the proportion of M&M candies by color to percentages worldwide; project 2, "The Animal Project" (students around the world record and compare the animals seen during a given week; project 3, "Spring Fling" (students record and compare signs of spring across the United States); project 4, "Origami Outing" program using real-time weather data; and (5) the WEB Project, a collaborative program to employ new technology to effect systemic reform in school systems throughout Vermont. Based on additional insights and knowledge gained from this undertaking, the report concludes with a section on further reflections by the Panel. (MES)

ED 461 377 IR 055 466

Barrett, G. Jaia, Ed.
ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 1995.
PUB DATE- 95
NOTE- 94p.; Published bimonthly. For the 1994 issues, see ED 376 833.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Federal Programs; *Information Networks; *Library Administration; *Library Services; Newsletters; Publications; Publishing Industry; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

This bimonthly newsletter offers a forum for discussion of research library issues and actions. Regular features include: Current Issues; Office of Scientific and Academic Publishing; Federal Relations; Coalition for Networked Information; Office of Management Services; ARL Activities; and ARL Calendar. Newsletter highlights include the following articles: include: "The Future of Publishing" (Joseph J. Esposito); "Distance Learning and Libraries" (Thomas W. Shaughnessy); "Computers and Scholarship: A Pseudo-Hypertext in Ten Parts" (Stephen Hilliard); "ARL Promotes Copyright Awareness"; "Commerce Proposes Copyright Reform"; and "The New Liberal Arts" (James J. O'Donnell). (MAS)

ED 461 378 IR 056 180

Barrett, G. Jaia, Ed.
ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 1996.
PUB DATE- 96
NOTE- 90p.; Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Federal Government; Federal Legislation; Financial Support; Futures (of Society); Grants; Higher Education; *Library Administration; *Library Associations; *Library Services; Meetings; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

This document contains 6 issues (one year) of a newsletter devoted to information and reports on issues and actions of interest to research libraries. Each issue contains articles on current issues, federal relations, ARL activities, and a calendar of events, as well as columns by the Coalition for Networked Information and the Office of Management Services. The February 1996 issue also contains a column by the Office of Scientific and Academic Publishing, and the August and October 1996 issues also contain a column by the Office of Scholarly Communication. The highlights of each issue are as follows: (February 1996) "Scholarship, Research Libraries, and Global Publishing," "AAU ARL Research Libraries Project: Update Report," "New Learning Communities Conference," and "From Situational Leadership to SuperLeadership"; (April 1996) "The

Education; Faculty Workload; Internet; *Online Courses; Participant Satisfaction; *Student Attitudes; *Teacher Attitudes; Teacher Student Ratio; *Two Year College Students; Two Year Colleges

IDENTIFIERS- *North Carolina Community College System

The central purpose of this study was to assess the extent to which community college students and faculty agree on the evaluation and importance of cited critical issues in relation to online instruction. The researcher selected two urban and two rural community colleges in North Carolina to survey students and faculty regarding their satisfaction level with services offered, as well as their perception of the importance of critical issues identified by the researcher. Seventy-six faculty members were surveyed, with 32 responding (42% response rate). Four hundred and eighty-five students were surveyed, with 65 responding (13.4% response rate). Results included: (1) 91% of faculty found adequate program planning and development to be a critical issue, compared with 82% of students who found this issue to be critical; (2) 89% of students identified student self-direction and motivation as a critical issue, as compared to 94% of faculty; and (3) 91% percent of faculty felt that adequate release time to develop online courses was a critical issue, compared with 74% of students. The author also found that many instructors felt pressured to produce Internet courses and were frustrated with the addition of this project to their already loaded schedules. (Contains 15 tables and 50 references, with the research instrument appended.) (NB)

ED 461 398 JC 020 137

California Community Colleges: The Chancellor's Office Should Exercise Greater Oversight of the Use of Instructional Service Agreements for Training or Services.

PUB DATE- 00

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Audits (Verification); *Community Colleges; *Compliance (Legal); Educational Finance; *Financial Audits; *Financial Support; Full State Funding; *State Aid; State Regulation; Two Year Colleges

IDENTIFIERS- *California Community Colleges

This January 2000 audit report concerns the status of California community college districts' compliance with Section 84752 of the California Education Code, which prohibits districts from receiving full-time equivalent student (FTES) funding for activities that are fully funded through another source. The state apportions funds to districts based on students' class attendance. Districts use these funds to support their community colleges, including the instruction provided. Districts can use instructional service agreements (ISAs) to contract with public or private entities to provide specific training or services. According to Section 84752's regulations, community colleges can receive state apportionment funding for FTES in classes given through ISAs except when these classes are fully funded through another source. Most districts appear to be complying with these regulations. However, according to this report, the California Community Colleges Chancellor's Office is not properly monitoring ISAs and therefore cannot assure that all districts receiving funds through ISAs have met state requirements for receiving apportionment funding. Currently, the Chancellor's Office cannot identify districts with ISAs or the number of FTES those agreements generated to during that stage and that identify some of the issues affecting violence in children and over which parents have significant control. In addition, each subsection is summarized as a one-page handout for parents; these summary sheets are designed for photocopying as workshop handouts. Topics discussed in the early years section include brain development and infant attachment, impulse control, prosocial skills, violence on television and other media, toys that promote violent behavior, early childcare experiences, and managing family conflict. Areas highlighted in middle childhood include peer relationships, popular entertainment media, after-school care and monitoring, school success, conflict management, and caring connections. Topics discussed in the adolescent section include activities and volunteerism, substance abuse, access to weapons, peer influences, dating relationships, and transitions from adolescence to young adulthood. Each section contains references. The guide also includes links to a large on-line appendix with longer articles supplementing the various subsections that can be accessed through the National Parent Information Network web site. (KB)

ED 461 418   PS 030 117

Eisenberg, Eileen, Ed.
The Director's Link, 2000.
SPONS. AGENCY- McCormick Tribune Foundation, Chicago, IL.; Chicago Community Trust, IL.; W. Clement and Jessie V. Stone Foundation, Chicago, IL.; International Business Machines Corp., White Plains, NY.; Field Foundation of Illinois, Chicago.; Illinois State Dept. of Human Services, Springfield.
PUB DATE- 00
NOTE- 20p.; No winter issue published in 2000. Distributed free of charge to early childhood directors in Illinois. Also funded by the American Business Collaboration for Quality Dependent Care, Illinois Network of Child Care Resource and Referral Agencies, Fel/Pro Mecklenburger Foundation, AT&T Lucent Family Development Fund, and Work/Family Directions.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; *Administrators; *Day Care; *Early Childhood Education; *Family Day Care; Marketing; Newsletters; Professional Development; *Program Administration; Program Descriptions
IDENTIFIERS- Illinois

This document is comprised of three 2000 issues of a newsletter for Illinois early childhood program directors, providing information on current issues in early childhood education. Regular features in each issue include: "The Director's Toolbox," delineating practical suggestions for directors related to program policies and staff issues; "The Accreditation Corner," detailing procedures for self-evaluation related to accreditation; "Family Friendly Practices," describing early childhood programs especially involved in meeting families' needs; and "Public Policy Update," and "Director's Profile," highlighting the accomplishments of early childhood education or care program directors in Illinois. Periodic features include summaries of relevant research and book reviews. The spring 2000 issue focuses on the emerging leadership role of the family childcare network manager. The summer 2000 issue features information on new opportunities for promoting professional development for early childhood program staff. The fall 2000 issue highlights the development of a powerful marketing program for early childhood education and

public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Fine Arts; Foreign Countries; Health Education; *High School Students; *High Schools; Language Arts; Mathematics; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

High school students are faced with decisions that will determine future opportunities and endeavors. This handbook provides parents with information about the high school curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Senior High School," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of high school. Following introductory material, the handbook provides a program overview, including diploma requirements, a program planner, and descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprenticeship program and distance learning. The handbook then describes the required high school core courses: English Language Arts, Mathematics, Science, Social Studies, Career and Life Management 20, Physical Education 10, and Information and Communication Technology. In addition, the handbook presents information on Optional Courses in Career and Technology Studies, Fine and Performing Arts, Physical Education 20-30, and Second Languages programs. The handbook concludes with frequently asked questions and a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 437 PS 030 261

Armbruster, Bonnie; Lehr, Fran; Osborn, Jean
Teaching Our Youngest: A Guide for Preschool Teachers, Child Care & Family Providers.
PUB DATE- 02
NOTE- 40p.; Appended is "7 Super Things Parents & Caregivers Can Do." Produced by the Early Childhood-Head Start Task Force.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; *Child Caregivers; Classroom Environment; Early Childhood Education; *Early Experience; Emergent Literacy; Numeracy; Parent Caregiver Relationship; Parent Teacher Cooperation; *Preschool Teachers; Reading Aloud to Others; Student Evaluation; *Teacher Role
IDENTIFIERS- Print Awareness

Noting that everyone who interacts with a young child is a teacher, this booklet for preschool teachers and child care providers draws from scientifically based research about what they can do to help children develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. The booklet provides examples of ways to

Heart" documents preparations for ritualistic dances on feast days. "No Matter Who You Are, You Belong to the Earth" tells of the children's home life and connection to nature as a source of inspiration and their perceptions of reality. (Contains photographs of the children and their artwork and an index to the photographs.) (SAS)

ED 461 454   RC 022 014

Kay, Jon, Ed.; Beasley, Holly, Ed.; Hollingsworth, Teresa, Ed.; Smith, KC, Ed.
Rural Folklife Days: Resources for Teachers.
PUB DATE- 98
NOTE- 22p.; Contains photographs that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Maintenance; Elementary Education; *Folk Culture; *Learning Activities; Lifelong Learning; *Local History; Regional Characteristics; Resource Materials; *Rural Areas; Story Telling; Teaching Guides
IDENTIFIERS- *Florida (North)

Rural Folklife Days is an annual celebration of customs and crafts that have been practiced every fall by generations of people in rural areas of north Florida. This packet is designed to help teachers prepare elementary students for Rural Folklife Days and to introduce them to traditional crafts and arts that are still practiced in parts of north Florida. Brief descriptions of folk traditions include the following topics: fishing, farming, blacksmithing, cow whips, lye soap making, quilting, mule teams, foods, sugar cane grinding and syrup making, canning, peanut brittle Making, and storytelling. Seven activities are presented that help students learn the concepts of folklife, how they are used everyday, and how they apply to areas such as environmental studies, mathematics, language and visual arts, social studies, and science. Each activity includes materials needed, objectives, subjects, and procedures. Also included are a storytelling evaluation guide and a folk artist interview guide for student use, and a form for teachers to use to evaluate the festival and the activity guide. (TD)

ED 461 455   RC 023 236

Warner, Linda Sue
Response to Dr. Richard D. St. Germaine's "A Chance To Go Full Circle: Building on Reforms To Create Effective Learning."
PUB DATE- 00
NOTE- 11p.; Paper presented at the American Indian and Alaska Native Education Research Agenda Conference (Albuquerque, NM, May 30-June 1, 2000). For the St. Germaine paper, see ED 451 970.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *American Indian Education; *American Indians; *Criticism; Culturally Relevant Education; *Educational Research; Elementary Secondary Education; Research Methodology; *Research Needs; Self Determination

The task of Dr. St. Germaine's commissioned paper was twofold:

Falk, Ian, Ed.
Learning To Manage Change: Developing Regional Communities for a Local-Global Millennium.
PUB DATE- 01
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Community Change; *Community Development; *Education Work Relationship; Foreign Countries; Indigenous Populations; Informal Education; Job Training; Lifelong Learning; Nonformal Education; Rural Areas; Rural Development; *Rural Education; *Rural Youth; Social Capital; *Sustainable Development
IDENTIFIERS- Aboriginal Australians; Australia; *Capacity Building; Globalization

This book illustrates the benefits of integrating different approaches to community and regional development for rural Australia. The key theme is community capacity building through lifelong learning, seen as integration of formal, nonformal, and informal education and training at all levels. Other foci include the local-global context, issues related to learning for change, best practice in community learning, and specific issues of rural Aboriginal communities. The 24 chapters: "Challenges Facing Rural Regional Australia in New Times" (Ian Falk); "Regional Economic Decay and Regeneration under Structural Change" (Jerry Courvisanos); "Life beyond Economics: Learning Systems and Social Capital" (Richard Bawden); "Sustainability for Regional Development: Integrating the Models" (Barbara Geno); "Community Psychology, Planning and Learning: An Applied Social Ecology Approach to Sustainable Development" (Douglas Perkins); "Education as Economic and Individual Development: Toward Education through Occupations" (W. Norton Grubb); "Youth and Unemployment: Educational Pathways or Tracks That Lead Nowhere" (John Williamson, Angie Marsh); "Using Communication and Information Technologies To Empower Women in Rural Communities" (Margaret Grace); "Working Smarter Not Harder: Regional Disability-Based Organisations" (Harvey Griggs); "Support Networks and Trust: How Social Capital Facilitates Learning Outcomes for Small Businesses" (Sue Kilpatrick, Rowena Bell); "Groups That Learn and How They Do It" (Elizabeth Kasl); "Spiritual Impact Statements: A Key to Sustainability" (Patrick Bradbery, G. Fletcher, R. Molloy); "International Models of Community Sustainability" (Allen B. Moore, Lilian Hill, Rusty Brooks); "A Group Action Learning Model for Sustainable Rural Community Development: Reflections on an Indonesian Case" (A. Muktasam, S. Chamala); "Enabling Communities through the Arts: Case Studies from the Community Cultural Development Fund of the Australia Council" (Onko Kingma); "Community Strategies: Addressing the Challenges for Young People Living in Rural Australia" (Johanna Wyn, Helen Stokes); "A Regional Approach to Youth Employment: The Role of Young People in Renewing Regional Communities" (James Mulraney, Peter Turner); "What Does the Business Sector Get out of Investment in Communities?" (Marc Bowles); "Learning, Change and Sustainability: Exploring the Learning Processes of Pastoralist Stakeholders in the Tropical Savannas" (Allan Arnott, Rebecca Benson); "Learning Partnerships in the Workplace" (Jo Balatti); "Building Social Capital and Community Learning Networks in Community Internet Access Centres" (David Bruce); "Newspapers and Health Centres: Selected Short Stories of Community Development Case Studies" (Rosa MacManamey, Ian Falk, David Bruce, and Others); "Enabling Leadership: A New Community Leadership Model" (Ian Falk, Bill Mulford); and "Learning To Manage Change in Communities: A Way Forward" (Onko

Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; *Computer Uses in Education; Concept Formation; *Educational Change; Educational Innovation; Educational Strategies; Higher Education; Mathematics Curriculum; *Physics; Science Curriculum; *Spreadsheets; Technology Education; Undergraduate Study

This project focused on encouraging instructors at large universities to take advantage of the curricular materials and computer tools developed for two related programs funded originally by FIPSE. In particular, it involved reworking and integrating materials developed for the previously funded Workshop Physics and Tools for Scientific Thinking projects so they could be used more flexibly in large university settings. Both the Workshop Physics Activity Guide and the Tools for Scientific Thinking laboratory materials with instructor guides were revised and enhanced. Prototype interactive lecture demonstration materials were developed and tested, new conceptual examinations were developed for project evaluation, and the microcomputer-based laboratory software and hardware offerings were extended and enhanced. MBL and spreadsheet software tools were developed to allow students to undertake more sophisticated data analysis and do mathematical modeling. These new materials were tested, and student learning gains were assessed at a number of institutions. The project directors did extensive dissemination through public talks, teacher workshops, and on-site consultation. Appendixes include: "A New Mechanics Case Study" (P. Laws); "Using Large-Scale Classroom Research To Study Student Conceptual Learning in Mechanics and To Develop New Approaches to Learning" (R. Thornton); a Vernier Software brochure; "Engaging Students with Interactive, Microcomputer-Based Demonstrations" (R. Thornton and D. Sokoloff); Tools for Scientific Thinking question sheets; a list of talks given; and additional grants information. (AA)

ED 461 493 SE 061 077

Blank, Rolf K.; Langesen, Doreen
State Indicators of Science and Mathematics Education, 1997: State-by-State Trends and New Indicators from the 1995-96 School Year.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- 97
NOTE- 129p.; For the 1999 edition, see ED 438 173. Published biennially.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Demography; *Educational Improvement; *Educational Trends; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; National Organizations; Science Curriculum; *Science Education; *State Standards; Teaching Methods

This report on science and mathematics indicators is intended to assist state, national, and local policymakers and educators in making informed decisions. This report focuses on science and mathematics indicators at state and national levels. The indicators are intended for use by policymakers and educators to assess progress in improving mathematics and science education in the schools. The 1997 report presents new state indicators from the 1995-96 school year and examines trends by state from 1990 to 1996 on indicators of student achievement, Systems; *Educational Philosophy; Educational Practices; Foreign Countries; Higher Education; Self Efficacy; Social Change; *Teaching Methods

This book, which is about five alternative points of view or perspectives on teaching adults, is the result of several years of teaching and research in Canada, China, Hong Kong, Singapore, and the United States. The perspectives were obtained through a study of 253 teachers of adults. The book is organized in three sections. Section 1 contains three chapters by Daniel D. Pratt: "The Research Lens: A General Model of Teaching"; "Indicators of Commitment: Actions, Intentions, and Beliefs"; and "Alternative Frames of Understanding: Introduction to Five Perspectives." These chapters provide an overview to the framework that guided the original research, and the basic structure of five perspectives on teaching that emerged from that research. The five chapters of Section 2 present the alternative points of view on teaching adults: "The Transmission Perspective: Effective Delivery of Content" (Arnold Boldt); "The Apprenticeship Perspective: Modeling Ways of Being" (Janice Johnson, Daniel D. Pratt); "The Developmental Perspective: Cultivating Ways of Thinking" (Ric Arseneau, Dirk Rodenburg); "The Nurturing Perspective: Facilitating Self-Efficacy" (Caddie T'Kenye); and "The Social Reform Perspective: Seeking a Better Society" (Tom Nesbit). The three chapters of Section 3, also by Daniel D. Pratt, provide an analysis of the perspectives and the means for evaluating teaching within and across perspectives. Titles are as follows: "Analytical Tools: Epistemic, Normative, and Procedural Beliefs"; "Analyzing Perspectives: Identifying Commitments and Belief Structures"; and "Evaluating Teaching: Approaches That Are Equitable and Rigorous." The book is indexed by author and by subject. (KC)

ED 461 014   CE 075 705

Falk, Ian
Community Learning: Using Learning To Re-Think Community Well Being.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Community Development; *Community Education; *Community Satisfaction; Educational Attitudes; Foreign Countries; Group Dynamics; Interaction Process Analysis; *Learning Processes; Lifelong Learning; Models; *Role of Education; Well Being
IDENTIFIERS- *Australia (Tasmania); *Learning Communities

The possibility of promoting community development as well-being through a community learning ethos was examined to determine whether learning can be used to develop a framework for conceptualizing community well-being in order to contribute to Australia's regional sustainability. The examination focused on the following: the relationship between learning and community sustainability; indicators of community well-being; "critical learning" as the basis for positive community learning; learning in collectives; organizational learning; and values, group learning, and communities of practice. The following conclusions were reached: (1) learning consists of sets of valued social practices that depend on prevailing social and economic conditions; (2) the valued knowledge and skills around which learning occurs are constructed in and by groups as they learn for common purposes; (3) environmental turbulence, knowledge as a primary source, multidimensional change, more so the gap between the vision and the current reality is progressively decreased. (Contains 39 references.) (YLB)

ED 461 032 CE 082 772

McNamara, Gerry; Mulcahy, Carmel; Curry, Joe
Going Further: Adult Educators Reflect on the Impact of Further Education on Themselves and Their Communities.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Conference of the European Society for Research on the Education of Adults (Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Educators; Change Agents; Community Change; *Community Education; Community Leaders; Developed Nations; Education Work Relationship; Educational Attainment; Educational Attitudes; Employment Potential; Foreign Countries; *Individual Development; Lifelong Learning; Occupational Aspiration; *Outcomes of Education; Postsecondary Education; *Professional Continuing Education; Self Esteem; Social Action; Student Attitudes; *Teacher Education
IDENTIFIERS- *Dublin City University (Ireland); Impact Studies; Ireland

A qualitative study examined the impact of training provided by the Education Studies Department in Dublin City University on adult educators in the sector. It investigated whether courses had an effect on their professional lives as educators within their individual centers and on their own lives as adult students in a formal university setting. The graduating class of 200 (70% female and 60% age 40 or older) was asked to indicate reasons for pursuing a diploma in Further Education and Training. The reasons were further explored through interviews with students. In the area of personal development, improved self-esteem and greater confidence tended to validate experiential learning and, while promotion did not feature as a priority, course involvement greatly enhanced employability. In the area of continuing professional development, the progression rates of students were taken as an indicator of the success of the courses in providing adults with a secure environment in which to study. A survey of course completers at Certificate and/or Diploma level since 1997 indicated a substantial progression rate to further studies. Change at the ideological and activist level was evident from all respondents in relation to the work conducted at their centers and to a lesser extent in the broader community. Students used course work to improve working conditions and the quality of training they provided to trainees. (Contains 11 references.) (YLB)

ED 461 033 CE 082 790

Barber, Paul
The Group as Teacher: The Gestalt Peer-Learning Community as a Vehicle for Organisational Healing.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Conference of the European Society for Research on the Education of Adults (Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

Tremblay, Diane-Gabrielle
New Learning Models for the New Knowledge-Based Economy: Professional and Local-Personal Networks as a Source of Knowledge Development in the Multimedia Sector.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Conference of the European Society for Research on the Education of Adults (3rd, Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Competence; Foreign Countries; Group Dynamics; *Individual Development; *Information Networks; *Learning Processes; Models; Organizational Climate; *Organizational Communication; Organizational Objectives; *Professional Development; Teamwork; Work Environment
IDENTIFIERS- Canada; Computer Related Occupations; Knowledge Acquisition; Knowledge Development; Learning Communities; Multimedia Technology

The role of professional and local-personal networks as a source of knowledge development in the new knowledge-based economy was examined in a 15-month study that focuses on people working in the multimedia industry in Montreal, Quebec. The study focused on the modes of exchange and learning, collaborative work, and management and development of knowledge within firms through exchanges between workers. Of the approximately 50 firms contacted, 18 agreed to participate in the study. Sixty open-ended interviews (48 with workers and 12 with employers or managers) were conducted. The interview responses were analyzed within the contexts of the concepts of collective competence and communities of practice. The interviews established that collaborative work, teamwork, and knowledge sharing have become normal in multimedia firms. The perceptions and values of the workers interviewed appeared to counter those of the traditional tayloristic vision of work, which assumes a strong division of labor and little if any exchange between workers. Most interviewees were ready to share information, often without expecting anything in return, and most enjoyed teamwork. Many firms used capacity to work in a group as a selection criterion when hiring employees. The managers reported looking for complementary specializations within teams. (Contains 46 references.) (MN)

ED 461 050 CE 082 822

Owen, T. Ross
Self-Directed Learning in Adulthood: A Literature Review.
PUB DATE- 02
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adoption (Ideas); Adult Education; *Adult Learning; Andragogy; Behaviorism; Cognitive Structures; Concept Formation; Constructivism (Learning); Critical Thinking; Definitions; Educational Research; Humanism; *Independent Study; *Learning Processes; *Learning Theories; *Lifelong Learning; Literature Reviews; Research Methodology; Research Projects; Researchers; Synthesis; Theory Practice Relationship
IDENTIFIERS- Brookfield (Stephen); Guglielmino (Lucy M); Knowles (Malcolm S)

Self-directed learning (SDL) is among the most productive areas of research in adult education. Malcolm S. Knowles is credited students' writing skills seemed to improve more when completing online courses. Several suggestions are given for teachers of psychology on how to enhance a partial or complete online class. (Contains 10 figures and 29 references.) (JDM)

ED 461 068 CG 031 499

Weyer, Christina Y.; Carducci, Bernardo J.
The Three-Component Model of Shyness: Conceptual, Correlational, and Treatment Considerations.
PUB DATE- 01
NOTE- 7p.; Poster presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; College Students; Etiology; Higher Education; *Interpersonal Competence; *Models; Peer Relationship; Psychometrics; *Shyness; Student Surveys

The purpose of this study was to examine the three-component model of shyness as assessed by the Cheek-Buss Shyness Scale (CBSS). Eighty-four introductory psychology students completed the twenty-item CBSS and three single-item measures assessing the physiological, behavioral, and cognitive components of shyness. The results indicated a consistent pattern of significant correlations (p .01) for the three separate component measures of shyness across the twenty shyness items. Such a pattern suggests that each of the three separate components of shyness appears within each shyness scale item and assists in reconciling previous psychometric research investigating the CBSS and the three-component model of shyness. A discussion of the methodological and treatment implications of the three-component model of shyness is also presented. (Contains 1 table and 14 references.) (Author/JDM)

ED 461 069 CG 031 500

Carducci, Bernardo J.
Identity Orientations: Definition, Assessment, and Personal Correlates. A Teaching Module.
PUB DATE- 01
NOTE- 7p.; Poster presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Concept Formation; Core Curriculum; Higher Education; Identification (Psychology); *Instructional Materials; *Learning Modules; Personality Studies; *Self Concept; Self Esteem

Probably no other concept comes closer to encompassing the core of personality psychology than the concept of the self. This teaching activity provides instructors with a self-contained teaching module--including lecture material, an in-class activity, suggestions for in-class discussion, and supporting references--on the topic of identity orientations, which take into consideration a recent development in the study of self-concept. It can be used to illustrate an example of a contemporary area of research on the topic of the self-concept

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Childrens Writing; Classroom Techniques; *Emergent Literacy; Grade 1; Learning Activities; *Parent Participation; Primary Education; *Teacher Role; Writing Strategies
IDENTIFIERS- Retelling

Beginning a new school year can be a daunting task for any teacher. This book, the work of an experienced teacher, advances the Overnight Book Program as the core of the literacy curriculum. According to the book, everything developing readers and writers need to understand literacy can be learned easily and joyfully by taking books home to share with their families and returning to school the next day to participate in a range of engaging activities. The book contends that by sending a book home nightly with each student, the teacher can develop a cornerstone for teaching that encompasses care and value for books, responsibility, and working together to learn, as well as traditional curricular areas of phonemic awareness, language and vocabulary development, and comprehension. It emphasizes humor and innovation throughout, offering specific methods that promote joyful learning, creativity, integrated learning, and making connections. The book is divided into the following chapters: (1) Getting Started on the First Day of School; (2) Discovering the Ticket to Literacy--Books!; (3) Managing an Overnight Book Program; (4) Fostering Successful Literacy; (5) Imaging the Story; (6) Leaping into Literacy through Pictures and Photographs; (7) Making Sense of Text through Creative Responses and Literacy Centers; (8) Retelling Stories; and (9) Writing Our Way. (Contains an approximate 300-item list of reading resources. Appendixes contain information on school book clubs, sources of classroom material, instructions for making an 8-page booklet, instructions for making a poetry cube, and a "Pattern for Puppet Theater Opening.") (NKA)

ED 461 092 CS 014 548

Ediger, Marlow
Reading and the Classroom Library.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Libraries; Elementary Education; Individualized Reading; Librarian Teacher Cooperation; *Reading Habits; *Reading Programs; *School Culture; *School Libraries; Sustained Silent Reading; Technology Integration

The school library is very important in developing a quality reading program. The library books and other reading materials need to be varied and on various levels of reading complexity so that students can read meaningfully without facing failure in word recognition and comprehension of ideas. This paper discusses school libraries and their various functions. The paper explains that sustained silent reading and individualized reading programs can be held in the school library and that technology has contributions to make as a library resource in a plethora of ways. It finds that schools are increasingly using technology to improve student reading and study habits. The paper suggests that the local school conduct research to ascertain whether the library is being used by students to obtain necessary information in answer to problems and guidelines for their role as teachers-facilitators. Parents and siblings are invited to an "Authors' Day" at the end of each quarter for sharing favorite works. By inviting parents to join in the writing process, students nurture their understanding of the process and their relationships with their parents. (Contains two figures which illustrate the letters sent to parents.) (CR)

ED 461 112 CS 216 130

Sianjina, Mary F.
Teaching the Epistolary Novel Form through Fanny Burney's "Evelina." Teaching Ideas and Topics.
PUB DATE- 94
NOTE- 5p.; Excerpted from "Notes Plus" (March 1994), published by NCTE.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Eighteenth Century Literature; *English Literature; Grade 8; Grade 9; Instructional Effectiveness; Journal Writing; Junior High Schools; *Literary Genres; Literature Appreciation; *Novels; Writing Assignments; Writing Strategies

For several years, one educator has taught Charles Dickens's "Great Expectations" to eighth and ninth graders. She recently discovered a woman writer of the 18th century whose novel could be taught using the same format used to teach Dickens's novel. Fanny Burney's "Evelina" is an exceptional book, effective not only for teaching the epistolary novel form, but also for teaching etiquette, teenage relationships, the "rites of passage" theme, and for teaching about 18th-century London society. Prior to the reading, students do some journal writing on such topics as trying to impress someone, committing a social blunder, and picking an adult figure in whom they can confide. Students are then given copies of one or more letters from the book and asked to write a summary of the letter, including their reactions to the letter. Students are divided into small groups to discuss key ideas from the novel. The small groups then discuss their findings with the entire class. (CR)

ED 461 113 CS 216 153

Duym, Virginia
Beyond Basic: Synthesizing the Personal and the Academic.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; *Basic Writing; Classroom Environment; Classroom Techniques; Higher Education; Personal Narratives; *Student Empowerment; *Writing Assignments; Writing Improvement; Writing Processes; *Writing Skills
IDENTIFIERS- Basic Writers; *Personal Writing; Voice (Rhetoric); Writing Thinking Relationship

If personal writing empowers students to hear their own voices and to "see themselves as writers," then personal writing has

Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Higher Education; *Public Speaking; Student Developed Materials; Teaching Methods; *Visual Aids
IDENTIFIERS- *Microsoft PowerPoint

In response to online discussions regarding whether communication educators should teach students in public speaking how to utilize Microsoft PowerPoint for developing visual aids, this paper identifies arguments both for and against the practice. The paper begins by delineating the three relevant questions and describes the positions offered by participants in the CRTNet listserv discussions of late November through early December of 2000. The paper also suggests another issue that was not discussed: the ethics of promoting the product of a monopolizing corporation. The paper concludes by offering some tips for students preparing computer-mediated visual aids. A list of the CRTNet participants and tips for using presentation software are attached. (Author/RS)

ED 461 134 CS 510 728

Sandmann, Warren
It's Still Alright To Complain (At Least for the Moment): Vincennes University and the Angry Professors.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *College Faculty; *Court Litigation; *Freedom of Speech; Language Role; *Legal Problems; Two Year Colleges
IDENTIFIERS- *Faculty Attitudes; First Amendment; Rhetorical Strategies; *Vincennes University IN

Never enjoying the strong protection afforded to other First Amendment-related speech, academic freedom has been buffeted by a series of seemingly conflicting legal decisions. This paper explores the case that focuses on an allegation that faculty members of Vincennes University, a two-year school in Indiana, were discriminated against because of their expression. Specifically, three faculty members at Vincennes filed suit against the university (Powers v. Summers) claiming they were denied merit raises because they had complained about how Vincennes treated its faculty. While there are numerous legal issues relevant to this case, those having to do with academic freedom and freedom of expression are the focus of the paper. The paper briefly discusses the relevant facts of the case, analyzes the ruling of the court as it affects academic freedom and freedom of expression, contrasts and compares this case with some other cases, and discusses the implications that this case and other cases may have on academic freedom and freedom of expression. This brief analysis of Powers v. Summers suggests that there appears to be decreasing support, both legally and rhetorically, for academic freedom. (NKA)

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Education; *Change Strategies; Community Attitudes; Comparative Analysis; Foreign Countries; High Schools; *National Surveys; *Program Attitudes; School Community Relationship; *Vocational Education
IDENTIFIERS- *Europe

The European Post-16 Education Strategies and Parity of Esteem project examined problems arising from the disparity in esteem as regards initial vocational education and general/academic education. The final report of this 2-year project is presented here. The study examined uppersecondary school reforms within and across eight European educational systems, attempting to identify educational systems that promote parity of esteem. The results will be used to create opportunities for shared learning from national case studies. Four strategies used in the eight uppersecondary education systems for promoting parity of esteem were identified: (1) vocational enhancement; (2) mutual enrichment; (3) linkages; and (4) unification. These strategies turned out to be a useful analytical tool for studying current reform measures and revealed the importance of the different forms that each strategy can take in different countries, including inter-strategy comparisons. Such comparisons, it is claimed, provide a useful comparative summary of developments in post-16 education and training in each country and yield a clearer national picture than a two-country comparison of the four strategies could provide. The findings indicate that countries with a strong tradition of vocational education and training are also characterized by a high rate of inclusion. Three appendices list project results, national strategies, and a case study. (RJM)

ED 461 155 EA 029 053

Tedesco, Juan Carlos
The New Educational Pact: Education, Competitiveness and Citizenship in Modern Society. Studies in Comparative Education.
PUB DATE- 98
NOTE- 115p.; First published in 1995 as "El nuevo pacto educativo" by Anaya S.A. Madrid.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Philosophy; *Educational Practices; Educational Theories; Elementary Secondary Education; Foreign Countries; *Progressive Education; School Community Relationship; School Responsibility; *School Role

The identity of the progressive educational movement is in a state of crisis. Past answers, it seems, are no longer sufficient to define an educational policy that responds to the objectives of democracy and equity in education. To help understand this crisis, some reflections on the role of education are offered in this text, which tries to provide a better understanding of what is changing and how it has changed. It also looks ahead to try and provide a course for action. The book combines different disciplinary approaches--history, sociology, pedagogy, psychology, and philosophy--and although it takes a political stance, it tries to allow room for doubts and queries so as to avoid the dichotomous thinking that presents only pure pessimism or total optimism. The nine chapters focus on such topics as the crisis in the traditional educational system, efforts to ensure quality education for all citizens, the role of new technologies, ways in which to

PUB DATE- 00
NOTE- 560p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Educational Change; *Educational History; *Educational Practices; *Educational Quality; *Educational Trends; Elementary Secondary Education; Equal Education; Track System (Education)
IDENTIFIERS- *Reform Efforts

This book recounts how American schools undertook reform after reform, based on unproven and unworkable theories, resulting in attention being diverted from the schools' essential purpose: the intellectual development of every child. American educators have committed three historical errors. First, they tried to turn the school into a vehicle for social reform. Second, they assumed that large numbers of children were incapable of learning much that schools traditionally taught. Third, they believed that teaching knowledge was less important than engaging students in activities and experiences. These errors undermined educational opportunity and equality. Results included a lowering of academic expectations and pressure to enlarge individual schools so that they can offer multiple tracks to children with different occupational goals. The 20th century saw a series of reform movements in education that proved to be little more than reactions to deficiencies created by previous movements. Improvements are possible by maintaining a focus on what schools do best: teach knowledge. Children also need well-educated teachers who are eclectic in their methods and willing to use different strategies depending on what works best for which children. The book ends with notes organized by chapter, a select bibliography, and an index. (RT)

ED 461 175   EA 031 497

Brewster, Cori; Railsback, Jennifer
Schoolwide Prevention of Bullying. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 68p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Bullying; Elementary Secondary Education; *Prevention; Program Implementation; State Legislation; Violence

About 30 percent of American children are regularly involved as bullies, victims, or both. Despite this number, bullying behavior is rarely detected by teachers and is even less frequently taken seriously. The consequences of bullying are far reaching, from lower attendance and student achievement to increased incidence of violence and juvenile crime. The dynamics of bullying behavior need to be understood and taken seriously if schools are to be safe and effective. This booklet provides an overview of what is currently known about bullying behavior and successful efforts to address it. Topics discussed include research findings; schoolwide efforts undertaken to prevent bullying; what parents, teachers, and counselors can do to address bullying; what policymakers should consider; and academic, and social/adaptive). A domain model checklist is provided. Section 2 includes identification and program planning information that addresses early identification, student support teams, assessment, individualized program plans, maximizing student success, and long-range/transition planning. Examples illustrating the process of providing services are described. Section 3 describes practical strategies within specific domains. Strategies are provided for: (1) metacognition, thinking, and study and organizational skills; (2) receiving, organizing, storing and retrieving information, and gross and fine motor skills; (3) auditory skills, language skills, and language output; (4) reading, written expression, spelling, mathematics, science, social studies, and using textbooks; and (5) self-esteem, prosocial skills, and self-monitoring. Section 4 addresses other learning difficulties, including attention deficit hyperactivity disorder and fetal alcohol syndrome/effects. Sections 5 through 9 contain blackline masters, a list of other teaching resources, an annotated test inventory, and support network contacts. (Contains 143 references.) (CR)

ED 461 194 EC 305 714

Notari, Angela
Preparing Young Children with Disabilities for Reading Instruction: An Investigation of Effects of Early Instruction in Phonemic Awareness. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; *Disabilities; *Early Intervention; *Instructional Effectiveness; Kindergarten; Kindergarten Children; Metalinguistics; *Phoneme Grapheme Correspondence; Phonemes; Phonics; Preschool Children; Preschool Education; Primary Education; Program Effectiveness; Reading Achievement; *Reading Instruction; Reading Skills; Rhyme; Small Group Instruction
IDENTIFIERS- *Phonemic Awareness

Effects of instruction in phonemic awareness during preschool and/or kindergarten on the metalinguistic development and subsequent reading achievement of young children with disabilities were investigated in this project. The main focus of study combined a longitudinal and experimental design in which 79 preschool children with disabilities received instruction in phonemic awareness during preschool and/or kindergarten and were followed through first grade. These children received 15-minute small group instruction three times a week on phonemic awareness that focused on rhyming, syllable blending, and segmentation. Following treatment, significant effects were found favoring the experimental group on their rhyming skills and their ability to repeat sequences of phonemes. During the second year, 16 children received 2 years of instruction in phonemic awareness in preschool and kindergarten, 17 children received 1 year of instruction in preschool, 6 children received 1 year of instruction in kindergarten, and 15 children did not receive any formal instruction in phonemic awareness skills. No significant differences were found on measures of phonemic awareness. A second replication study, with a new sample of 66 preschool and kindergarten children, also failed to reveal significant chronic/severe/pervasive problems. The report then explores "big-picture" implications. Fundamental concerns are underscored regarding the absence of an integrated set of policies for addressing barriers to learning and the inadequate attention to closing critical gaps in each area. It is recommended that policy must ensure that resource mapping and analyses encompass all resources used to address barriers to learning, linking mechanisms for system change are established, inservice training is upgraded and provided to all involved parties, and more is done to promote parent involvement. Appendices include discussions on fundamental concerns about policy for addressing barriers to learning, and thoughts about improving policy. (CR)

ED 461 213 EC 306 387

Policies and Practices for Addressing Barriers to Student Learning: Current Status and New Directions. A Center Policy Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 46p.; School Mental Health Project, Center for Mental Health in Schools, Dept. of Psychology, University of California, Los Angeles, CA 90095-1563. Tel: 310-825-3634; Fax: 310-206-8716; e-mail: smhp ucla.edu; Web site: http://smhp/psych.ucla.edu.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Behavior Disorders; Change Strategies; Educational Change; Educational Cooperation; Elementary Secondary Education; *Emotional Disturbances; *Integrated Services; *Learning Disabilities; *Policy Formation; *Resistance to Change; Shared Resources and Services; Student Needs

This report describes the discussion and outcomes of a series of regional meetings on barriers to student learning that brought together leaders representing national, state, and local agencies. The report discusses the lack of an explicit policy framework for comprehensive integrated approaches to student learning. Factors that get in the way of developing comprehensive approaches are addressed, including: (1) the lack of public education and support for an integrated approach; (2) turf battles; (3) lack of a unifying concept; (4) the problem of balancing centralized and decentralized governance and decision making; (5) rule-driven accountability; (6) inadequate professional training and certification; (7) dearth of evidence on efficacy; and (8) a failure to capitalize on existing opportunities. Ways to move forward to develop a policy framework are then identified and include elevating the level of policy priority and mounting a compelling campaign of education and advocacy. Appendices include specific examples on information and concerns, some points about influencing policy, an example of a unifying concept, an example of a school district's approach, and an example of proposed legislation to elevate a state's attention to addressing barriers to student learning. (CR)

ED 461 214 EC 306 388

Cultural Concerns in Addressing Barriers to Learning: An Introductory Packet.

Assisting Our Nation's Preschool Children with Disabilities and Their Families: A Briefing Paper on Section 619 of Part B of the Individuals with Disabilities Education Act (IDEA), 1986-1995.
PUB DATE- 95
NOTE- 28p.; "A report prepared by the Ad Hoc 619 Work Group to the Federal Interagency Coordinating Council." This report, no longer available from NEC*TAS, contains the 1997 revision of Appendices 2 and 3.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Programs; Community Services; Cooperative Planning; Coordination; Cost Effectiveness; *Disabilities; *Early Intervention; *Educational Legislation; *Federal Legislation; Grants; Personal Narratives; *Preschool Children; Preschool Education; Program Development; Program Implementation; Program Proposals; Services; *State Federal Aid
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This briefing paper provides background information and reports on the achievements and future challenges of the Preschool Grants Program of the Individuals with Disabilities Education Act (IDEA). Section 619 authorizes grants to states to provide special education and related services to children, ages 3 through 5 years, with disabilities. This legislation creates a collaborative federal, state, and local partnership that provides the framework for the nationwide development and implementation of preschool services. The first section of the paper explains the grants program and the types of services available. The second section discusses four significant accomplishments of the Preschool Grants Programs: (1) more children with disabilities are receiving services; (2) programs are improved by innovations in service delivery; (3) services are more cost effective and comprehensive through increased interagency collaboration; and (4) a greater number of more highly qualified personnel are available to provide services. The last section identifies future challenges, including the need to serve children in community-based settings. Two tables are provided; the first illustrates annual federal appropriations and the number of children served under the Preschool Grants Program from 1986 to 1995, and the second states special education and related services specified under IDEA. Parental narratives on the benefits of the preschool program are included also. (Contains 11 references.) (CR)

ED 461 233 EC 307 123

School to What? 1998-2000. All Means All.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Disabilities; *Education Work Relationship; *Equal Education; *Policy Formation; Secondary Education; *Teamwork; *Transitional Programs

The "All Means All School-to-Work Project" was a 3-year federally-funded collaborative between the Institute on Community Integration and the Minnesota Department of Children, Families

PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; *Guidelines; *Public Schools; *School Construction; *State Aid
IDENTIFIERS- Application Forms; *California

This manual guides applicants through the process of acquiring and managing California state funds for public school facility construction projects. Section 1 focuses on determining eligibility and on preparing application packages for Phase P approval and/or apportionment. Section 2 examines regulations and required forms for selecting school sites, including rules for real property appraisals, site purchasing, and relocation assistance. Section 3 focuses on preparing the Estimated Project Cost Detail, Form SAB 506A; and the Summary of Estimated Costs, Form SAB 506B. Section 4 explains the meaning and components of a non-DSA approved construction plan. Section 5 covers the final design and specifications review and approval process. Section 6 explains the bid authorization process, including the authorization to advertise for construction bids, post-bid opening documents, notice of approval of low bid, and construction fund release. Section 7 addresses the "change order" process for any changes or alterations during project construction. Section 8 discusses close-out audit regulations and forms for reporting project expenditures. Appendices contain explanations and qualification guidelines for satisfying specific allocation programs and district needs such as cost sharing, restricted maintenance accounts, hardship status, abandonment and/or rehabilitation policies, and environmental impact documentation. (GR)

ED 461 254 EF 006 039

Cooper, David E.
District of Columbia: D.C. Public Schools Inappropriately Used Gas Utility Contract for Renovations. Report to the Chairman, Subcommittee on the District of Columbia, Committee on Appropriations, House of Representatives.
PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *School Construction
IDENTIFIERS- *Contract Management; *District of Columbia Public Schools; General Accounting Office

This report assesses the pace and quality of the District of Columbia's $1.3 billion multiyear effort to renovate and modernize its public schools. Findings reveal that the District of Columbia school system had mismanaged an area-wide utility contract for gas and energy management services between the General Services Administration and the Washington Gas Light Company in making tens of millions of dollars in school renovations. Also, the school system failed to adhere to numerous controls and procedures designed to ensure that the District obtain the best prices and services and maintain

FL 024 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Contrastive Linguistics; Diachronic Linguistics; English; *Language Patterns; *Language Processing; Language Research; Linguistic Theory; *Morphology (Languages); Phonology; Uncommonly Taught Languages
IDENTIFIERS- *Nahuatl

Suppletion is allomorphy that is produced by retrieving from the lexicon different phonological forms of the morpheme in question. A suppletive allomorph's use may be conditioned by grammatical or phonological context, or a combination. Its use therefore has dual motivation: the fact that it is governed by grammatical rule, and that its use in certain contexts is learned. This accounts for the otherwise inexplicable persistence of rule- governed allomorphy when the conditioning environment is destroyed through diachronic change, producing apparent positive exceptions to the rule. Examples include forms of the English verb "be" and forms of the Nahuatl third person singular object prefix, in which alternate forms are extremely common and occur in a very restricted set of morphophonological contexts. (MSE)

ED 461 275 FL 024 877

Anstrom, Kris; Silcox, Barbara
Going Systemwide with Bilingual Education. Directions in Language & Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Bilingual Education; *Bilingual Education Programs; Change Strategies; Educational Change; Educational Trends; Elementary Secondary Education; English (Second Language); Federal Legislation; Leadership; Mentors; Organizational Climate; Peer Teaching; Program Administration; Program Descriptions; Public Policy; *School Districts; Second Language Programs; Staff Development; Teacher Qualifications; Trend Analysis
IDENTIFIERS- Bilingual Education Act 1994

In many school districts, particularly large urban districts, there has been an increase in the number of language minority students and in the linguistic and sociocultural diversity of these students. Historically, programs that served these students tended to operate and be administered separately from the mainstream program. Recent federal legislation has sought to end such fragmentation and isolation of compensatory education programs. The reauthorized Bilingual Education Act (1994) attempts to link the education of limited-English-proficient (LEP) students to efforts to reform the entire school system. The 32 projects funded in fiscal year 1995 are distributed across fourteen states and serve 420,000 LEP students from over 40 language groups. A study of districtwide reform indicates that a number of factors facilitated districtwide implementation of bilingual education. They include: collaboration among mainstream and bilingual/English-as-a-Second-Language (ESL) personnel; placement of

IDENTIFIERS- *Scotland

Gaelic is a minority language in Scotland. Gaelic speakers tend to be older and concentrated in the Western Highlands and Islands and some urban centers. Gaelic is used mainly in craft work and with friends and community members at prayer meetings, stores, post offices, and social events. Gaelic has no official status and limited legal protection. Its only official status is in the field of local administration. Broadcasting is one of the main contributors to the decline of the language, bringing English language into Gaelic-speaking homes. The government's Gaelic television fund has enabled increased broadcasting of Gaelic programs, though there is very little Gaelic in the print media. Gaelic activity in the arts is very strong and contributes significantly to the Scottish economy. Provision is made for Gaelic in all sectors of education, as a subject of study and a medium of instruction. The use of Gaelic as a medium was officially sanctioned in 1975, when a bilingual education project was launched. Gaelic-medium study is most comprehensive at Sabhal Mor Ostaig college. Official recognition of Gaelic by the state is crucial to halting the long-term decline of the language. (Contains 17 references.) (SM)

ED 461 296 FL 027 128

Gogolin, Ingrid; Reich, Hans
Immigrant Languages in Federal Germany.
PUB DATE- 01
NOTE- 25p.; In: The Other Languages of Europe: Demographic, Sociolinguistic and Educational Perspectives; see ED 453 678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Diversity (Student); *Educational Policy; Elementary Secondary Education; Foreign Countries; Heritage Education; Immigrants; *Language Maintenance; Language Minorities; Mass Media Role
IDENTIFIERS- *Germany

About 10 million inhabitants of Germany are of non-German origin and use German and one or more other languages in their everyday life. The number of foreign students in German schools is constantly growing. About 25 percent of Germany's foreign population are citizens of other European Union states. The largest group of minority language speakers in Germany, and the most important ethnolinguistic group, are Turkish citizens. The second largest group of minority language speakers are Bosnians/Croatians/Serbians, followed by Italians. German immigration and integration policies legally define the various immigrant groups with different rights, which affects their language maintenance. Newspapers are available in all important immigrant languages, and radio and television broadcast some programs in other languages. Teaching of immigrant languages in supplementary lessons was introduced in the late 1960s. This paper presents examples of educational policies in three German states: Hamburg, a center of massive immigration with changing educational policy; Northrhine-Westphalia, Germany's largest state, which has a high immigration rate and an educational policy devoted to linguistic diversity; and Hesse, a state with different immigration patterns that supported immigrant languages in school until 1999. (Contains 22 references.) (SM)

ED 461 297 FL 027 129

Development; *Research Methodology; Research Opportunities; *Teacher Researchers; *Theory Practice Relationship

This book examines issues and methods for conducting research into the educational resource environment in colleges and universities. That environment is defined as whatever is used to facilitate the learning process, including learning space, support staff, and teaching staff. Chapter 1 is an introduction to the series and lays out the process of action research. Chapter 2 focuses on the resource environment and its effects on curriculum design and methods of course delivery. Chapter 3 considers the institutional context for research in learning resources, particularly in changing institutional environments. Chapter 4 focuses on the links between resources and teaching and new technologies for teaching. Chapter 5 looks at the student as a principal stakeholder in the education process and applies the market metaphor to education. Chapter 6 explores the evaluation of the resource environment and the assessment of its effects on student learning. Chapter 7 is a practical guide to the process of publishing research results. (Individual chapters contain references.) (JLS)

ED 461 317 HE 030 259

Ashcroft, Kate; Bigger, Stephen; Coates, David
Researching into Equal Opportunities in Colleges and Universities. The Practical Research Series.
PUB DATE- 96
NOTE- 160p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Action Research; Affirmative Action; College Admission; Cultural Differences; Disabilities; *Educational Research; Educational Researchers; Equal Education; Foreign Countries; Higher Education; Racial Factors; Research and Development; *Research Methodology; *Research Opportunities; Sex Bias; Special Needs Students; Teacher Researchers; Theory Practice Relationship; Writing for Publication
IDENTIFIERS- United Kingdom

This book examines issues in studying equal opportunity in colleges and universities, especially those in the United Kingdom, and methods for conducting research into equal opportunity issues. It is intended to provide a framework of ideas and starting points for research. Most of the techniques suggested are forms of participant research on a small scale, generally with an underlying approach of reflective practice and action research. The first chapter is an introduction to the overall series and a summary of several data collection techniques including questionnaires, interviews, observation, scenario analysis, diaries and field notes, and case study. Chapter 2 summarizes policy and procedures related to issues in equality and discusses the laws relating to equal opportunity and education in the United Kingdom. Chapter 3 explores issues related to equality in student selection such as appropriate criteria for admissions of non-traditional students and bias in vocational tests. Chapter 4 examines issues of race, culture, and background such as in how race is defined for research purposes. Chapter 5 discusses topics related to students with special needs including learning and physical disabilities.

level. The massive education cuts resulting from the federal budget crisis mean that individual institutions will need to develop relationships with their state departments of education in order to pursue the limited grant dollars available. Responding to the current education environment is going to require commitment by developmental educators, commitment that might be advanced by the seven principles of Steven Covey's book "Seven Habits of Highly Effective People." (SLD)

ED 461 337 HE 034 617

Arendale, David
Learning and Teaching in the 21st Century: Seven Habits of Highly Effective Developmental Educators.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Students; *Developmental Studies Programs; *High Risk Students; Higher Education; *Strategic Planning; *Teacher Effectiveness

The National Association for Developmental Education (NADE) has developed a strategic plan for guiding its members into the next century. The plan takes into account political, institutional, economic, and instructional trends predicted to have an effect on the course of developmental education. Developmental educators also must plan for the current and future education environments, and they can choose their future actions with the help of the seven principles outlined by Steven Covey in his "Seven Habits of Highly Effective People." These principles are summarized as: (1) be proactive; (2) begin with the end in mind; (3) put first things first; (4) think win-win; (5) seek first to understand, and then to be understood; (6) synergize; and (7) sharpen the saw (continue to invest in yourself). (SLD)

ED 461 338 HE 034 618

Cauble, Dianne; Henson, Elizabeth Gutierrez; Mares, Melissa
Perspectives. Report to the Community.
PUB DATE- 01
NOTE- 55p.; Photographs may not reproduce well. For the 2000 report, see HE 034 620.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; College Faculty; Distance Education; Diversity (Student); Donors; *Educational Finance; Endowment Funds; Enrollment; *Financial Support; Grants; Higher Education; *Institutional Characteristics
IDENTIFIERS- *University of Houston Clear Lake TX

The University of Houston-Clear Lake (UHCL) reports on the growth and landmark achievements that made the year 2000 very important for the University. The remote connections the University works to foster, including distance education offerings, and the local efforts that include extensive recruiting and flexible class schedules generated a record-setting fall enrollment in year 2000 of 7,580 with gains reported in all four of the university's schools. Minority students have made a major impact on the school's enrollment (students collaborate with Japanese students to learn the art of origami; and project 5, "Groundhog Watch" (students in different locations around the globe measure and compare their shadow's length). (AEF)

ED 461 360 IR 018 653

Mohanty, G. P.; Kim, R. H.; Peindl, R. D.; Razavi, H. M.; Gretes, J. A.
Development of Computer-Based Workstations for the Operation of Engineering Laboratories. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 39p.; Prepared by the Department of Curriculum & Instruction, University of North Carolina at Charlotte. Page 3 contains cropped text.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Courseware; *Data Analysis; Data Processing; *Engineering Education; Engineering Technology; Higher Education; Information Technology; *Laboratory Equipment; Laboratory Procedures; *Microcomputers; *Research; Science Activities; Science Education; Technology Integration; Video Equipment
IDENTIFIERS- Fund for Improvement of Postsecondary Education

Laboratory instruction in engineering disciplines in recent years has been adversely affected by a variety of structural problems making it increasingly difficult to provide students with adequate hands-on lab experience on par with the ever expanding requirements of the technical job market. As a possible approach to deal with some of the underlying issues, this project was concerned with the development of computer integrated laboratory facilities or "laboratory workstations" with capabilities for conducting experiments directly from computer terminals. The objective was to streamline the laboratory delivery process, in addition to improving the effectiveness of hardware utilization and enhancing the overall laboratory experience of the students. The computerized system incorporates data, control signal, and video links with the laboratory facilities, and permits operational control over the hardware functions along with data acquisition and analysis, allowing students to carry out the experimental steps as well as analyze and produce hard copies of their results in different formats from the terminal. Further, through interlinkage with a distributed system of computers via local area networking, it is possible for a single lab facility to serve the experimental needs of multiple users on a quasi-time sharing basis. Includes 27-page "Report of Learner Tryout and Pilot Test Results" (John A. Gretes) summarizing student feedback from the pilot try-outs in the junior lab courses. (SWC)

ED 461 361 IR 018 682

Kettle, Kevin C., Ed.
Engineering and Technology Education for the 21st Century. A Report from the Regional Colloquium on Engineering and Technology Education for the 21st Century (Nakhon Ratchasima, Thailand, February 11-14, 1997).
PUB DATE- 97
NOTE- 187p.

Age Demographics of Academic Libraries," "Fostering a Workplace Climate for Diversity," "Copyright, Copyright, Copyright," and "ARL Directors on an OMS Workshop Experience"; (June 1996 and June 1996 Supplement) "Universities as Agents of Change," "Trends in Expenditures for Library Materials," "The Networked Information User," "Conference on Fair Use," and "Fair Use in Digital Environments"; (August 1996) "A Peacetime Mission for Higher Education," "Supply and Demand in ARL Libraries," "Explosion of Electronic Publishing Reported in Directory," and "NII Copyright Bill Stalled; WIPO Takes Up 'Digital Agenda;'" and (October 1996) "The Diversity Necklace: Reflections on the State of the Art in Canadian Research Libraries," "Review of Recent Literature in Management," "Teaching and Learning in Cyberspace," and "Increase in Serial Cancellation Rates"; (December 1996) "The Medieval Future of Intellectual Culture: Scholars and Librarians in the Age of the Electron," "Ownership of Faculty Works," "International Intellectual Property Proposals," and "Getting to Know DeEtta Jones, ARL Program Officer for Diversity." (SWC)

ED 461 379   IR 056 331

Born To Read: How To Nurture a Baby's Love of Learning. Videotape and Planner's Manual .
SPONS. AGENCY- Prudential Foundation, Newark, NJ.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)
DESCRIPTORS- *At Risk Persons; Clinics; Community Education; *Community Health Services; Community Services; *Early Experience; Early Reading; Infants; *Library Extension; Library Personnel; Library Planning; Library Services; Outreach Programs; Partnerships in Education; Prenatal Care; *Preschool Education; Public Libraries; Users (Information); Videotape Recordings
IDENTIFIERS- *Partnerships in Library Services

The "Born To Read" project helps parents raise children with healthy bodies and minds. Public librarians and health care professionals form partnerships and reach out to at-risk expectant and new parents. The video provides techniques and tips to plan successful programs for babies, including a segment for libraries to use with the community and a second segment for library staff training. The package includes a complete manual for program planning, including roles and responsibilities in a "Born To Read" partnership; planning and implementing the program; promotion, including clip art to create promotional materials; collecting data and evaluating the program; and fund raising and budgeting. Appendices include a letter of agreement and guidelines for biographical information from a guest speaker; curriculum units; age-appropriate activities and books linked with the developmental characteristics of babies from birth to 24 months; how to organize a parenting collection; suggested parenting materials; how to plan and present a library "lapsit"; suggested materials for babies and toddlers; expense voucher; budget worksheets; sample news releases and public service announcements; and evaluation forms for the library planner and health care provider. (SWC) obtain state apportionment funding. If each district were required to report sufficient information about ISAs and the number of FTES claimed, it could better ensure that districts comply with state regulations. (KP)

ED 461 399   JC 020 140

Willett, Terrence
Preliminary Report on the Impact of Follow Up Counseling on Academic Performance and Persistence.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Counseling; *Counseling Effectiveness; *Educational Counseling; Grade Point Average; High Risk Students; Outreach Programs; *Potential Dropouts; School Holding Power; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Gavilan College CA

This study documents visits to a follow-up counselor at Gavilan College (California) beginning in the fall of 2000. Students on dismissal are required to visit a counselor prior to enrolling to assist them in designing an achievable academic plan. The goals of the follow-up counseling include: (1) helping students raise their grade point averages (GPA) above 2.0; (2) increasing the number of units a student is taking; (3) reducing withdrawals; and (4) encouraging re-enrollment in subsequent terms. The counselor saw 68 students in fall 2000 and 85 students in spring 2001, with 25 of these students being seen in both semesters. In fall 2000, 79% of students responded to outreach efforts with at least one visit, while in spring 2001, 66% of students responded. No significant relationship between number of visits and increased GPA was found. Also, the number of units attempted significantly declined from a median of 9.0 units to a median of 6.5 units after counseling. There was a significant decline in the number of drops per non-summer term after students received follow up services. Finally, when comparing the 2000-2001 persistence rates, the study found that students contacted by and visiting the counselor were statistically more likely to persist than other students. (NB)

ED 461 400   JC 020 141

Mission Indicators of Success Outcomes Report, 2000/2001.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Access to Education; *College Outcomes Assessment; Community Colleges; Diversity (Faculty); Diversity (Student); Ethnic Groups; Gender Issues; Institutional Evaluation; *Minority Groups; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

This report on outcomes of education for Pima Community College (PCC) in Arizona discusses 10 of PCC's success indicators: (1) PCC students and employees will reflect the diversity of the community; (2) students will find the college's programs and services accessible and competitively affordable among Arizona care programs. (KB)

ED 461 419 PS 030 118

Clark, Doug, Ed.
The Director's Link, 2001.
SPONS. AGENCY- McCormick Tribune Foundation, Chicago, IL.; Chicago Community Trust, IL.; W. Clement and Jessie V. Stone Foundation, Chicago, IL.; International Business Machines Corp., White Plains, NY.; Field Foundation of Illinois, Chicago.; Illinois State Dept. of Human Services, Springfield.
PUB DATE- 01
NOTE- 24p.; Published quarterly. Distributed free of charge to early childhood directors in Illinois. Also funded by the American Business Collaboration for Quality Dependent Care, Illinois Network of Child Care Resource and Referral Agencies, Fel/Pro Mecklenburger Foundation, AT&T Lucent Family Development Fund, and Work/Family Directions.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; *Administrators; Child Caregivers; *Day Care; *Early Childhood Education; Family School Relationship; Newsletters; Planning; Preschool Teachers; Professional Development; *Program Administration; Program Descriptions; Teacher Administrator Relationship
IDENTIFIERS- Illinois

This document consists of the four 2001 issues of a quarterly newsletter for Illinois early childhood program directors, providing information on current issues in early childhood education. Regular features in each issue include: "The Director's Toolbox," delineating practical suggestions for directors related to program policies and staff issues; "The Accreditation Corner," detailing procedures for self-evaluation related to accreditation; "Family Friendly Practices," describing early childhood programs especially involved in meeting families' needs; and "Director's Profile," highlighting the accomplishments of early childhood education or care program directors in Illinois. Periodic features include updates on current training opportunities and grant availability, summaries of relevant research, and book reviews. The spring 2001 issue features a program director's game plan for leading a championship early childhood team. The summer 2001 issue highlights the status of the early childhood workforce in Illinois. The fall 2001 issue focuses on the role of the director in receiving new families at childcare programs. The winter 2001 issue provides information on tangible ways to show respect and appreciation to early childhood and childcare staff. (KB)

ED 461 420 PS 030 119

Lynch, Paul J.; Gentile, Douglas A.; Olson, Abbie A.; van Brederode, Tara M.
The Effects of Violent Video Game Habits on Adolescent Aggressive Attitudes and Behaviors.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

create an environment in the preschool classroom that will nurture children's natural curiosity and their zest for learning. Following an introduction, the booklet's sections cover: (1) Creating the Learning Environment for Young Children; (2) Reading Aloud to Children; (3) Developing Listening and Speaking Skills; (4) Teaching about the Sounds of Spoken Language; (5) Teaching about Print; (6) Teaching about Books; (7) Teaching about Letters; (8) Building Children's Background Knowledge and Thinking Skills; (9) Teaching about Numbers and Counting; (10) Checking Children's Progress; (11) Communicating with Parents and Caregivers; and (12) Some Helpful Terms To Know. The booklet concludes with a list of suggested readings on early childhood education. (HTH)

ED 461 438   PS 030 262

Denton, Kristin; West, Jerry
Children's Reading and Mathematics Achievement in Kindergarten and First Grade.
PUB DATE- 02
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Elementary School Students; *Grade 1; *Kindergarten; Longitudinal Studies; *Mathematics Achievement; National Surveys; Primary Education; *Reading Achievement
IDENTIFIERS- *Early Childhood Longitudinal Survey

This report is the third in a series based on findings about young children's early experiences with school from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K). Sponsored by the U.S. Department of Education, National Center for Education Statistics, the ECLS-K study selected a nationally representative sample of kindergartners in the fall of 1998 and is following these children through the spring of their fifth-grade year. The study collects information directly from the children, their families, teachers, and schools. This report looks at children's school performance during first grade in terms of their reading and mathematical knowledge and skills by relating them to child, family, and school characteristics. The report finds that some of the differences in children's reading and mathematics knowledge and skills by child, family, and school characteristics that are present as they enter kindergarten persist into the spring of their kindergarten and spring of their first-grade year. For example, poor children consistently score below the national average in both reading and mathematics across the kindergarten year and into the spring of first grade. These findings also suggest differences that are beginning to emerge by children's sex. By spring of first grade, females are more likely to be reading (understanding words in context), whereas, males are more likely be proficient at advanced mathematics (multiplication and division). However, some differences do seem to wane. For example, in both reading and mathematics, Hispanic children's scores tend to move upward toward the national mean over these two school years. The longitudinal nature of the ECLS-K will enable researchers to track these differences in terms of children's third- and fifth-grade reading and mathematics performance. The report also notes that children who bring certain knowledge and skills with them to kindergarten are likely to be at an advantage in classroom learning compared to peers who do not possess such the development of a research agenda for Indian education, and reflections on the role of the school within the context of American Indian cultures and communities. Dr. St. Germaine classifies American Indians and Alaska Natives into one American ethnic subculture. Although he questions such a classification, it is appropriate for research designed for large databanks where tribally specific designations do not add to the usefulness of the conclusions. Dr. St. Germaine also considers "tribal communities," not as communities in the way that public schools define their constituencies, but in the legal and sovereign sense that governs policy. The fact that Dr. St. Germaine has to make assumptions about urban Indian concerns and has to use studies on "American" children to discuss the effects of television on Indian children indicates the lack of research on American Indian students and presents another argument for a sustained, meaningful research agenda in Indian education. Other considerations in the development of such a research agenda include defining "research" on Indian terms relevant to Indian worldviews, fostering research capabilities in Native scholars and students, and recognizing the various types of schools that serve Indian students. (TD)

ED 461 456 RC 023 258

Holt, Marilyn Irvin
Indian Orphanages.
PUB DATE- 01
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; American Indian History; *American Indians; Cherokee (Tribe); Child Rearing; *Child Welfare; Chippewa (Tribe); Choctaw (Tribe); *Federal Indian Relationship; Sioux (Tribe)
IDENTIFIERS- Chickasaw (Tribe); Creek (Tribe); Indian Child Welfare Act 1978; Institutional History; Missionaries; *Orphanages; Seneca (Tribe); State Tribal Relationship

With their traditional tribal and kinship ties, Native Americans had lived for centuries without the concept of an unwanted child. But besieged by reservation life and boarding school acculturation, many tribes, with the encouragement of whites, came to accept the need for orphanages. This book tells the story of Indian orphanages within the larger context of the orphan asylum in America. The history of these orphanages and the cultural factors that produced and sustained them is related, showing how orphans became a part of Native experience after Euro-American contact, and how Indian societies addressed the issue of child dependency. A number of orphanages from the 1850s to the 1940s are examined in depth, particularly among the Five Civilized Tribes in Oklahoma, the Seneca in New York, and the Ojibway and Sioux in South Dakota. Federal policies during the Civil War, disease, and economic depression contributed to their establishment and white social workers and educational reformers helped undermine Native culture by supporting such institutions. Orphanages differed from boarding schools by being either tribally supported or funded by religious groups; how they fit into social welfare programs established by federal and state policies is explained. The Indian Child Welfare Act of 1978 overturned years of acculturation policy by allowing Native Americans to finally reclaim their children, and the importance of that legislation is explored. (Contains 429 references, chapter notes, and an index.) (TD)

Kingma, Ian Falk). (Most papers contain references.) (SV)

ED 461 473 SE 059 480

Hayden, Bob; Roberts, Bill
Using Birthday Data To Integrate Statistics into the K-12 Mathematics Curriculum.
PUB DATE- 95
NOTE- 5p.; Published three times per year by the American Statistical Association and National Council of Teachers of Mathematics Joint Committee on the Curriculum in Statistics and Probability.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Elementary Secondary Education; *Learning Activities; Mathematical Applications; Mathematics Activities; *Mathematics Instruction; Relevance (Education); *Statistics; Student Interests; Student Motivation; Thematic Approach
IDENTIFIERS- *Birthdays

In response to the recommendation that teachers incorporate more statistics into their mathematics classes, this paper offers several ways in which students can work with real data. Among the ideas included are their birthdays. Having the students generate a data set that includes their month of birth, exact time of birth, day of the month, and cumulative day of the year--something which concerns themselves--encourages participation and interest. In the first grade, when students are exposed to number lines, the children can make dotplots of the day of the month. By the end of first grade children are doing single-digit subtractions. Current lessons on plotting numbers on a number line, comparing sizes of numbers, and simple subtraction can be combined into a lesson where those same skills are practiced in the course of describing some data. The above exercise can be repeated at higher grade levels as other kinds of numbers, such as decimals or negative numbers, are introduced. Other activities described include stem-and-leaf plots, calculating a mean, residuals, order statistics, categorical data, and relations between variables. Suggestions for broadening the database and making a bridge to calculus are also included. (PVD)

ED 461 474 SE 059 534

Mighty Math TM Zoo Zillions TM . CD-ROM .
PUB DATE- 96
NOTE- 0p.; Includes accompanying 34-page User's Guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Arithmetic; *Basic Skills; Computer Software; *Concept Formation; Elementary Education; *Multimedia Materials; *Number Concepts; Numeracy; Optical Data Disks; *Problem Solving; Spatial Ability; Word Problems (Mathematics)

Zoo Zillions contains five activities for grades K-2: Annie's Jungle Trail, 3D Gallery, Number Line Express, Gnu Ewe Boutique, and Fish Stories. These activities enable children to review and practice basic mathematics skills; identify three-dimensional shapes, watch them in motion, and create their own content and instruction, and context and conditions for teaching. Indicators were selected through consultation with state education leaders, science and mathematics educators, representatives of national professional organizations, and education researchers. (Contains 61 references, 32 tables, and 14 figures.) (ASK)

ED 461 494 SE 061 105

Truelove, Elizabeth; Dejoie, Joyce
The Life Cycles of Stars: An Information & Activity Booklet Grades K-8, 1997-1998. Star-Child--A Learning Center for Young Astronomers.
PUB DATE- 97
NOTE- 28p.; Developed by the Laboratory for High Energy Astrophysics, NASA Goddard Space Flight Center. To be used with StarChild CD-ROM (not available from ERIC) or StarChild Web site. Poster not available from ERIC. For Grades 9-12 Information and Activity Booklet, see SE 061 106.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Elementary Education; General Science; Interdisciplinary Approach; Physics; Science Activities; Science Curriculum; *Space Sciences; *Stars

This booklet contains information and activities on the life cycle of stars. Materials can be adapted for kindergarten through grade 8 classrooms. Background information on massive stars and medium stars and activities with subjects such as star life, constellation shapes, nebula terminology, astronomical distances, and pulsars is included. The 12 activities employ game formats such as crossword puzzles, word searches, and board games and are organized into two groups with different levels of difficulty. Matching poster is also included with booklet. (DDR)

ED 461 495 SE 061 106

Whitlock, Laura A.; Granger, Kara C.
The Life Cycles of Stars: An Information and Activity Booklet, Grades 9-12, 1997-1998. Imagine the Universe! Probing the Structure & Evaluation of the Cosmos.
PUB DATE- 97
NOTE- 29p.; Developed by the Laboratory for High Energy Astrophysics, NASA Goddard Space Flight Center. To be used with the Imagine the Universe! CD-ROM (not available from ERIC) or the Imagine the Universe! Web site. For Grades K-8 Information and Activity Booklet, see SE 061 105. Poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; General Science; Hands on Science; High Schools; Interdisciplinary Approach; Models; Physics; Science Activities; Science Curriculum; *Space Sciences; *Stars

This booklet contains information and activities on the life cycle of stars. Materials can be adapted for grade 9 through grade 12 classrooms. Background information about star birth permeable and fuzzy boundaries, reduced time frames, and internationalization are forces that shape organizations and regional communities; (4) community development and/or sustainability can be achieved through sets of strategies based on reconciling differences in value sets in achieving common purposes, spurred by an ethos of critique as communities seek to understand their nature and role in their own construction and reconstruction. (MN)

ED 461 015 CE 075 886

SOAR: Showcasing Outstanding Achievements in Region 1.
PUB DATE- 98
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Apprenticeships; Career Academies; Career Awareness; Career Development; *Career Exploration; Career Planning; Community Colleges; Decision Making; Economically Disadvantaged; *Education Work Relationship; Educational Practices; Elementary Secondary Education; Higher Education; *Labor Force Development; Literacy Education; Middle Schools; Partnerships in Education; *Regional Planning; Technical Institutes; Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Florida (West); Job Training Partnership Act Amendments 1992

This document showcases 129 exemplary workforce development-related programs at elementary schools, middle schools, high schools, adult centers, school districts, vocational-technical centers, and two- and four-year colleges in 15 counties in Florida's western panhandle region. The 15 counties are: (1) Bay; (2) Calhoun; (3) Escambia; (4) Franklin; (5) Gadsden; (6) Gulf; (7) Holmes; (8) Jackson; (9) Leon; (10) Liberty; (11) Okaloosa; (12) Santa Rose; (13) Wakulla; (14) Walton; and (15) Washington. The following are among the programs profiled: writing program for middle school students; marine science field program for grade 7; career academies in occupational areas such as hospitality and tourism, food production, health occupations, and communications technology; Job Training Partnership Act program to train corrections officers; banking and finance youth apprenticeship; career planning; workforce preparation programs for adults, migrant workers, and special needs students; educators in the workplace program; Army junior reserve officers training corp; girl power program; business education program offering hands-on computer training; career fair; business ownership program; school-to-work curriculum reform; curriculum for adults with special needs; program to recruit and retain high school dropouts; program for teacher discussion and development of technology standards; school-to-work comprehensive plan; leadership skills program; and worker certification program. Some or all of the following information is provided for each program profiled: name; school/agency; address; contact person; objectives; description; outcomes; project time line; promotional strategies used; and supporting materials used. (MN)

ED 461 016 CE 076 128

Shohet, Linda, Ed.
Literacy across the Curriculum, 1996-1997.

(150)
DESCRIPTORS- Adjustment (to Environment); Adoption (Ideas); Adult Learning; Case Studies; *Change Agents; Foreign Countries; *Gestalt Therapy; Group Dynamics; *Group Experience; Learning Processes; Learning Theories; Models; *Organizational Change; Organizational Climate; Organizational Communication; Organizational Development; Peer Influence; *Peer Teaching; Theory Practice Relationship; Universities; Work Environment
IDENTIFIERS- England; *Learning Communities; *Work Based Learning

The possibility of using a Gestalt-informed peer learning community to facilitate reflective learning and organizational change was explored. A peer learning community model exists that is based on two approaches to working with mental illness--therapeutic community practice (which is based on treating the community group rather than individuals within it) and Gestalt therapy (which works primarily with what we can see, hear, and feel, rather than with what is thought or interpreted). The concepts of therapeutic community practice and Gestalt were incorporated into a model for facilitating peer learning. The model subsequently served as the basis for a 2-day workshop on group facilitation at a consultancy in central England. At the company founder's request, the workshop was eventually expanded into an intervention designed to overcome resistance to change by fostering a peer learning community within an established organizational culture. Within a 6-month period, in conjunction with a University, a commercially based masters in change was developed with a cross-section of 24 participants from the company's management to its shop floor. The intervention produced substantial gains in developing individuals in the areas of self-awareness and interpersonal awareness and in fostering motivation and an appreciation of team and organizational dynamics. (Contains 35 references.) (MN)

ED 461 034 CE 082 791

Masiarchin, Paul, Ed.; O'Sullivan, Kate, Ed.
PEPNet 2002 Effective Practices Criteria Workbook: Building Quality Programs for America's Youth.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.; Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.; Pinkerton Foundation, New York, NY.
PUB DATE- 01
NOTE- 66p.; For the 2000 edition, see ED 451 341.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Objectives; Educational Practices; *Employment Programs; *Evaluation Criteria; Labor Force Development; Learning Activities; Program Administration; *Program Development; *Program Effectiveness; Program Evaluation; Questionnaires; Recognition (Achievement); Records (Forms); Self Evaluation (Groups); Success; Workbooks; *Youth Employment; *Youth Programs

This document is a workbook that describes how youth practitioners, Workforce Investment Act (WIA) entities, policymakers, funders, and others can use the Promising and Effective Practices Network (PEPNet) to improve the field of youth employment and youth development. The workbook begins with an introduction to PEPNet, which is a framework for program improvement and a resource that identifies practices for effective youth programs and organizes them into five broad with a comprehensive synthesis of adult teaching and adult learning principles. Andragogy, the art and science of helping adults learn, lies at the heart of Knowles' work. Lucy M. Guglielmino theorized regarding the occurrence of self-direction in learning. Stephen D. Brookfield considered SDL from both cognitive and behavioral perspectives. Ralph G. Brockett and Roger Hiemstra embraced the view that the concept of SDL should be seen as only one part of a broader concept, and their conceptualization of SDL was a synthesis of other writers' multidimensional conceptualizations. According to Philip C. Candy, SDL involves the following tenets: (1) the interaction between a person and his or her environment; (2) knowledge as tentative, evanescent, and socially constructed; (3) learning as a qualitative shift in how phenomena are viewed; and (4) individuals as engaging in complex, mutually interdependent relationships with their environments. The research of these individuals has led to many theoretical approaches to SDL, including the following: humanism; personal responsibility orientation; behaviorism; neobehaviorism; critical perspectives; and constructivism. Numerous researchers have used qualitative and quantitative research methods to expand understanding of SDL. (Contains 147 references.) (MN)

ED 461 051 CE 082 824

Konle-Seidl, Regina; Walwei, Ulrich
Job Placement Regimes in Europe: Trends and Impacts of Changes. IAB Labour Market Research Topics.
PUB DATE- 01
NOTE- 58p.; Revised version of a paper for the Japanese Works Institute.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Career Information Systems; Case Studies; Communications; Comparative Analysis; Employment Practices; *Employment Services; Federal Regulation; Foreign Countries; Industrial Structure; Influences; Information Dissemination; Information Sources; Information Technology; *Job Placement; Labor Market; Occupational Information; *Private Agencies; Private Sector; *Public Agencies; Public Sector; Technological Advancement; Temporary Employment; Trend Analysis
IDENTIFIERS- Deregulation; *Employment Agencies; *Europe; Impact Studies

Trends in job placement in Europe and the effects of advances in information and communication technologies on job placement practices were examined through case studies of France, Germany, the Netherlands, and the United Kingdom. The case studies revealed that the market shares of public employment services (PES) are generally higher than those of private employment services in France, Germany, and the United Kingdom. In the Netherlands, however, the market share of private employment services, especially temporary work agencies, may have already overtaken that of PES. Significant empirical discrepancies emerged from the comparison of PES market shares in Germany, the Netherlands, and the United Kingdom. The gross performance indicators of PES have shown improvement over time, which suggests that essential changes within the PES have occurred. Especially in France and the United Kingdom, greater customer satisfaction with PES and the provision of more comprehensive high-quality services have led to considerable gains in efficiency. The restructuring of enterprises and its and/or a topic to support more traditional lecture material on the topic of self-concept, such as self-esteem and self-monitoring. The activity can be used in both introductory or advanced psychology courses. (JDM)

ED 461 070 CG 031 501

Carducci, Bernardo J.; Hutzel, Karen; Morrison, Erin; Weyer, Christina Y.
Social Phobia and Social Anxiety as Components of Shyness.
PUB DATE- 01
NOTE- 7p.; Poster presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Attitude Measures; College Students; Concept Formation; Emotional Problems; Extraversion Introversion; Higher Education; *Interpersonal Competence; Peer Relationship; Research; *Shyness; Student Surveys

The purpose of this study was to investigate the conceptual nature of shyness by examining its relationship with social phobia and social anxiety in a non-clinical sample. The participants in the present study were 132 introductory psychology students who completed the Cheek-Buss Shyness Scale (CBSS), Social Phobia Inventory (SPIN), and Liebowitz Social Anxiety Scale (LSAS). Internal correlational analyses (all p's .05) indicated that the SPIN total scores correlated with 18 of 20 items of the CBSS. Of the 20 items of the CBSS, 17 correlated significantly with the fear-anxiety subscales of the LSAS while 13 correlated significantly with the LSAS avoidance subscale. A discussion of the treatment implications of the present results and suggestions for future research to examine the cognitive dimension of shyness, social phobia, and social anxiety is also presented. (Contains 1 table and 16 references.) (Author/JDM)

ED 461 071 CG 031 502

Brooks, Megan M.; Burns, Michaeleen R.; Murdock, Tamera B.
Values as a Mediator of Contextual Sources of School Self-Esteem.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Expectation; Middle School Students; Middle Schools; Parent Child Relationship; Peer Influence; Peer Relationship; *Role of Education; *Self Esteem; Self Motivation; Student Surveys; Teacher Influence; Values

Recent studies have shown that school self-esteem is one of the greatest contributors to overall self-esteem among adolescents in grades 7-12. Research suggests that middle schools play a significant role in the development and socialization of early adolescents. The first purpose of this study was to examine the relations between school self-esteem, intrinsic valuing of education, and students' academic achievement as measured by GPA. During adolescence, parents, teachers, and peers are widely recognized as the primary groups that impact these questions in reading. It advocates rating the library in a questionnaire for students and teachers and then evaluating the results to study the library's strengths and weaknesses; student interviews may also be conducted to ascertain the kinds of library services desired to improve reading habits. The paper also discusses conducting workshops for improving library services, holding faculty meetings to establish objectives for library use, encouraging students to take library books home for reading, developing a community of readers which includes library supporters, and creating activities this community of readers may engage in. (NKA)

ED 461 093 CS 014 549

Ediger, Marlow
Remedial Reading for University Students.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *College Students; Higher Education; *Reading Comprehension; *Reading Difficulties; *Remedial Instruction; *Student Needs; Teacher Role; *Word Recognition
IDENTIFIERS- Reading Uses

The university curriculum leans heavily upon reading for a major way of learning in almost all academic disciplines, and problems with reading will hinder student achievement in the university. What should be done on the remedial level of instruction in reading so that the university student may proceed in working on degree requirements? First, the remedial reading instructor needs to determine where the student is presently in reading achievement. Once the remedial reading designate has determined a selected baseline as to where the student is in reading, he or she may ascertain the kinds of assistance necessary for the student to make more optimal and continuous progress in reading achievement. The student may reveal a necessity for word recognition skills. And beyond word identification, the student may have demonstrated a need for assistance in comprehending ideas. Diagnosis and remediation in university student reading should make for better readers. There are selected learning principles taken from educational psychology that the designated remedial reading instructor should aspire toward in working with students: there needs to be active engagement in learning by the student; the instructor must help the student accept reasons for becoming a better reader; the instructor's learning objectives need to be understood by the student; quality sequence must be in the offing in teaching university students to read at an acceptable level of achievement; and students need to appraise the self in achievement. (NKA)

ED 461 094 CS 014 586

Literacy Support Plan Evaluation, 1999-2000.
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Intervention; *Literacy; Primary Education; *Professional Development; Program Evaluation; *Reading

value for basic writing students, whose voices have tended to be silenced and who see themselves as anything but writers. From hearing their voices in writing, and from identifying multiple sources and rhetorical uses of their voices, students may learn to appropriate the thinking processes of academic discourse and social criticism. In reality, however, academic discourse is a style that is identified with the "other" for those students who do not come from college-educated backgrounds. The purpose for integrating writing that is associated with personal voice with the methods and style. of academic discourse is that students can practice the various personal and communal voices they have brought with them and experiment with new variations of voice that will become more appropriate in academic discourse. Practice writings include brainstorming, free-writing, and cluster approaches to their own experiences and imagination, as well as observation and analysis. Some in-class writings are collaborative, allowing for interaction and disagreement over issues to increase awareness of audience. This practice gives them new ways of thinking about their own lives and communities. (Contains 15 references and a sample writing log.) (CR)

ED 461 114   CS 216 348

Draft Framework for Initial Licensure of Professional Educators in the State of Indiana.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; Educational Certificates; Elementary Secondary Education; Fine Arts; Higher Education; Language Arts; Mathematics Instruction; *Professional Development; Science Instruction; Second Language Learning; Social Studies; *Teacher Certification; *Teacher Competencies; Vocational Education
IDENTIFIERS- *Indiana

Another step in the process of teacher education reform under the leadership of the Indiana Professional Standards Board (IPSB), this paper presents the draft framework for the initial licensure of professional educators in the state of Indiana. The preface discusses the composition of the committee, the process, selections, the "house" metaphor, parameters, planning assumptions, appearance of the new license, content areas for the new license, bases of the framework, additional recommendations, and the dissemination process. The paper then presents the licensure committee charge and then the recommended framework for initial licensure in each content area (building level administrator, English as a new language, exceptional needs, fine arts, foreign language, generalist, health/physical education, language arts, library media, mathematics, science, social studies, and vocational/career education). A list of unresolved issues to revisit and recommended items for consideration by the standards review committee are attached. (RS)

ED 461 115   CS 216 411

Sledd, James
Teaching English to the Disenfranchised: A Look Back.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the

ED 461 135 CS 510 729

Tompkins, Paula S.
Beyond Truth-Telling: The Credo and Public Speaking.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Instructional Innovation; *Public Speaking; *Teacher Role
IDENTIFIERS- *Classical Rhetoric; Conversation; Discipline Based Teaching Theory; Ethical Communication; *National Communication Association

The communication discipline is ambivalent about public speaking. Even accomplished speakers experience ambivalence in the rush of adrenaline before presenting a speech--knowing its importance yet wondering if they have prepared a speech which is fitting for this audience and occasion. The communication discipline studies communication in a broad range of contexts, from the personal and intimate to the cross-cultural, many of which are not amenable to public speaking. How can teachers of public speaking situate themselves in the discipline's pragmatic experimentation in addressing the twin challenges of diversity and attenuated relational connection? This paper proposes that the National Communication Association's Credo for Ethical Communication provides educators with such a framework. The paper discusses the Credo and also suggests that teachers of public speaking turn to Aristotle's classical rhetoric (which he defined as the counterpart of dialectic) as a starting point for viewing public speaking as an ethical public conversation. It offers the following four characteristics of a pedagogy of public speaking: (1) public speaking as ethical public conversation places a primacy on the intellectual development of public speakers over public speaking mechanics; (2) students of public speaking learn the importance of understanding different viewpoints, especially opposing viewpoints; (3) students practice public speaking as dialectical engagement; and (4) students explore different dimensions of intellectual honesty throughout the speechmaking process. (Contains 16 references.) (NKA)

ED 461 136 CS 510 731

English, Donald; Walker, Janet; Manton, Edgar
The Value of Selected Communication Competencies as Perceived by College of Business Deans and Human Resource Managers.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Association for Business Communication West Regional Conference (Portland, OR, April 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; *Business Communication; Communication Research; *Communication Skills; Higher Education; *Personnel Directors; *Writing Skills

The purpose of this study was to obtain information from deans of construct an identity so as to balance such ideals as individualism and general interest, the makeup of the total school, the establishment of a system of education or an institution of education, the many expectations placed on teachers, and some of the characteristics of educational reform. (RJM)

ED 461 156 EA 029 058

Tucker, Marc S.; Codding, Judy B.
Standards for Our Schools: How To Set Them, Measure Them, and Reach Them.
PUB DATE- 98
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Change Strategies; *Educational Change; Educational Practices; Educational Theories; Elementary Secondary Education; *Public Schools; School Responsibility; *School Role

Many people believe that America's public schools can be saved by instituting high standards for academic achievement. Strategies for achieving this goal are presented in this book. The text explores the standards movement, examining its importance and asking what it will take to bring every student up to high standards, irrespective of where the student starts. It is argued that a single-minded focus on achievement will dramatically change the face of education: from the kinds of curriculum materials that are used to the design of elementary and middle schools. The focus is on empowering both student and adults by giving students the gift of high expectations and by giving school professionals the information, skills, authority, and resources needed to do their jobs. A standards-based instructional system is presented as the way to achieve this transformation. Such a change, it is argued, will create a results-oriented culture with recognizable goals. It is recommended that the comprehensive high school be abandoned and that it be replaced by a system in which diplomas are earned based on standards rather than on attendance. A step-by-step plan that will help struggling students reach high standards is presented. (Includes an index.) (RJM)

ED 461 157 EA 031 366

Railsback, Jennifer; Reed, Bracken; Boss, Suzie
Profiles of Progress: What Works in Northwest Title I Schools. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 85p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Change; Educational Finance; Elementary Secondary Education; *Federal Aid; *Models; *School Effectiveness; *School Restructuring
IDENTIFIERS- Alaska; Idaho; Montana; Northwest Regional Educational Laboratory; Oregon; Washington

The Northwest Regional Educational Laboratory asked state potential pitfalls. The approaches taken by five schools (including one district and state organization) are described to illustrate the ways school staff members implemented and adapted a program for their students' needs. The booklet ends with a list of the programs mentioned along with contact information, a technical assistance resource, and reading resources. A list of questions and worksheet to aid in choosing a bullying prevention program are also provided. (Contains 27 references.) (RT)

ED 461 176 EA 031 498

Howley, Craig
School Administration and Globalization.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Cultural Relevance; Culturally Relevant Education; Developed Nations; Economic Change; *Economic Factors; *Economic Impact; Educational Economics; Elementary Secondary Education; *School Administration
IDENTIFIERS- *Globalization

This document discusses globalization as a worldwide economic process and its impact on school administration. Globalization is about economics, which is a perpetual concern of school administrators. Actions that take place across the world can have significant direct and indirect effects on schools and school districts. The history of globalization is looked at as a continuation of economic development with roots in 15th century colonialism and imperialism. Examples are given that demonstrate globalization's ability to devalue local cultures and traditional education by imposing homogenizing practices such as high-stakes testing and school accountability. School leaders need to consider the extent to which school reforms are driven by the agenda of globalization, need to listen carefully to the rhetoric of globalization in which so many reform efforts are couched, and need to ask difficult questions about the way local schooling works to prepare students to conduct maximally thoughtful lives. A case study is presented involving a monthly meeting of four principals with a superintendent to illustrate the impact of globalization on local educational practices. The paper concludes with a list of resources. (Contains 52 references.) (RT)

ED 461 177 EA 031 499

Somerville, Scott W.
The Politics of Survival: Home Schoolers and the Law.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Family; Catholics; Court Litigation; Elementary Secondary Education; *Home Schooling; *Nontraditional Education; Parents as Teachers; *Private Education; Religious Factors; *School Law

Twenty years ago, home education was treated as a crime in almost every state. Today, it is legal all across America, despite experimental group gains. Appendices include the different evaluation forms. (Contains 47 references.) (CR)

ED 461 195 EC 305 734

Utley, Cheryl A.; Obiakor, Festus E.
Addressing Diversity in Special Education Research. ERIC/OSEP Digest.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Differences; Data Analysis; Data Collection; *Disabilities; Diversity (Student); Educational Researchers; *Ethnic Bias; Ethnic Groups; *Exceptional Child Research; *Racial Differences; Research Methodology; Research Problems; Socioeconomic Influences; Socioeconomic Status; *Special Education
IDENTIFIERS- ERIC Digests

This digest reviews scientific and methodological problems in special education research related to race, ethnicity, and socioeconomic status. The first section of the digest discusses the various definitions of race, ethnicity, culture, and socioeconomic status. The problems with current race classification and the difficulties in determining the true economic status of families are highlighted. The second section of the digest examines epistemological issues that special education researchers should consider. Presumptions related to the use of racial categorization and inferences made to explain differences in group data are discussed. The paper emphasizes the critical need to use value-neutral methods of data collection and interpretation to ensure that research findings promote an accurate, not stereotypical, view of racial and ethnic groups. The use of cultural standards of data generalizations typically based upon universal statements reflecting Eurocentric normative and scientific principles in race and ethnicity research is explored. The last portion of the digest provides guidelines for developing unbiased research procedures in sampling, instrumentation, and measurement. Special education researchers are urged to take a proactive approach to ensuring unbiased, valid, and reliable research results by addressing issues of race, ethnicity, and socioeconomic level in their research design, methodology, and reporting practices. (Contains 10 references.) (CR)

ED 461 196 EC 305 738

Evaluation of the Integration of Technology for Instructing Handicapped Children (High School Level). Final Report of Phase II.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 164p.; For related middle school level reports, see ED 342 159-160. Phase I Final Report not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alternative Assessment; Behavior Disorders; Bilingual Students; Change Strategies; *Cultural Awareness; *Cultural Differences; Diversity (Student); Educational Change; Elementary Secondary Education; *Emotional Disturbances; Ethnicity; Intervention; Language Minorities; *Learning Disabilities; *Minority Group Children; Models; Multicultural Education; Program Descriptions; Program Development; Program Implementation; Psychological Services; Racial Differences; Staff Development; Student Evaluation; Student Needs
IDENTIFIERS- *Cultural Competence

This introductory packet provides information on cultural concerns that should be considered in addressing barriers to student learning. Topics discussed include: (1) what is meant by ethnicity; (2) the importance of considering culture; (3) characteristics of culturally competent programs; (4) reasons school staff should be concerned about cultural and racial differences; (5) goals of multicultural education; (6) principles for learning and teaching; (7) working with bilingual students to address barriers to learning; (8) assessment of bilingual students; (9) planning and implementing interventions for bilingual students; (10) using interpreters with bilingual students; (11) implications of cultural concerns for staff development and systems change; (12) steps for beginning the change process; (13) broadening the concept of cultural competence; and cultural competence issues to consider. The information packet includes selected references relating to cultural concerns and resource aids that include information on the changing ethnic profile of the United States, cultural competence in servicing students with mental health problems, guidelines for program development and evaluation, and guidelines for providers of psychological services. Descriptions of model programs related to cultural concerns are also included. The packet ends with a state list of consultants, organizational resources, and an ERIC digest on issues in multicultural counseling. (CR)

ED 461 215 EC 306 389

Financial Strategies To Aid in Addressing Barriers to Learning. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Educational Finance; Elementary Secondary Education; *Emotional Disturbances; Federal Aid; Financial Needs; Financial Policy; *Financial Support; *Fund Raising; *Integrated Services; Internet; *Mental Health

and Learning. The Project was dedicated to finding out what works for all learners when it comes to access, benefit, participation and choice within school-to-work opportunities. The phrase "All Means All" essentially means "including all learners" or, in part, ensuing every learner has the chance to participate in any school-to-work opportunity that will help the learner reach his or her goals and dreams for the future. This document represents the only 4 issues of the newsletter published as a part of this Project between the years of 1998 and 2000. Articles highlighted in these four issues include: "Opening the Future to All Learners"; "Providing Access and Benefit to All Learners"; "Helping Students Lead the Way"; "Creating a Climate of Welcome"; "Learning from Experience"; "Resume Writing: Sharing Your Life Story"; and "Building Resumes in the Classroom." (AA)

ED 461 234 EC 307 249

Siegle, Del, Ed.
Lo que los educadores necesitan saber sobre...El agrupamiento por habilidad y La compactacion del curriculum y Los alumnos dotados y el aprendizaje cooperativo y La actividad tutoral. Guias practica (What Educators Need To Know about...Ability Grouping and Curriculum Compacting and Gifted Students and Cooperative Learning and Mentoring. Practitioners' Guides).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 19p.; Diana Whitton co-edited the "Mentoring" pamphlet (name varies on pamphlet). Translated from English by Valentina I. Kloosterman. For English version, see ED 388 027.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); *Homogeneous Grouping; Research and Development; Teaching Methods; Theory Practice Relationship

These four pamphlets in Spanish offer guidelines supported by theory-driven quality research that is problem-based, practice-relevant, and consumer-oriented. Each pamphlet has a section summarizing research from the literature or topic notes as well as implications for the classroom. The first guide offers principles for teachers concerning the use of ability grouping. It considers what research has found concerning grouping and self-confidence, flexible or permanent grouping arrangements, the importance of individualization, and grouping as only one of several ways to meet the individual needs of gifted students. Specific research findings are listed, such as the superior academic achievement of gifted students who are ability grouped compared to similar students who are not ability grouped. The second pamphlet presents curriculum compacting as a process to streamline the grade level curriculum by eliminating material students have previously learned and challenging learners by providing them with time for enrichment or acceleration activities. Research facts supporting curriculum compacting conclude the pamphlet. The guide on cooperative learning points out that students with a variety of talents and academic abilities can be grouped together when the learning task requires a variety of skills. Other factors to consider in cooperative learning activities are the need to provide challenging content material and to proper relationships between contractors and the government. The investigation shows that, by circumventing important management and oversight controls, the school system put the renovation work at considerable risk of improper billing, poor quality work, and high prices. The report reveals that the school system was overcharged by about $1.9 million because of duplicate billings and billings for work not completed. Appendices contain the scope and methodology of the research; comments from the District of Columbia Public Schools, Washington Gas Light Company, and the General Services Administration (GSA); and comments about the extent to which the school system's orders did not fall within the scope of the GSA contract. (GR)

ED 461 255 FL 022 867

Encuentro de Linguistica en el Noroeste (2nd, Hermosillo, Mexico, November 18-20, 1992). Memorias Tomos 1 y 2 (Conference on Linguistics in the Northwest 2nd, Hermosillo, Mexico, November 18-20, 1992 . Papers Volumes 1 and 2).
PUB DATE- 94
NOTE- 720p.; Funded by Consejo Nacional de Ciencia y Technologia.
LANGUAGE- Spanish; English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Languages; Applied Linguistics; Discourse Analysis; Ethnology; Foreign Countries; Grammar; *Indigenous Populations; Language Classification; *Language Patterns; *Language Research; *Linguistic Theory; Mayan Languages; Semantics; Spanish; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Uto Aztecan Languages; Written Language

Papers in these volumes were presented at a Mexican conference on linguistics. Most papers are in Spanish; the English translations of the titles include the following: "Directions in Contemporary Semantics" (L. Lara); "Regular Accentuation in Spanish" (C. Braithwaite); "Syntactic Order in Sonoran" (D. Brown); "Speech Datives or Interest/Not of Interest" (R. Maldonado); "Adverbial Noun Phrases and Adverbs Proper" (I. Zatarian); "Modal Constructions" (E. Trevino); "Conjugation of Conjunctions in Northern Tepehuan" (B. Bascom); "Some Idiosyncratic Orthographic Conventions of Southern Durango" (L. Volpe); "Tepehuan Yutoaztec Origins or Nuhuatl Object Prefixes" (K. Dakin); "Dialects of Guarijio" (R. Escalante); "Theorectical Problems in the Dialectology Study of Syntactic Aspects of Pima Bajo" (Z. Fernandez); "Types of Predicates with Copula in Southern Durango Tepehuan" (V. Flores, L. Volpe); "Syntactic Nature of Argument Structure" (K. Hale); "Fast and Slow in Tohonno O'odham" (J. Hill); Nominalized Clauses in Ute" (T. Givon); "Classification of the Southern Yutoaztec Languages" (W. Miller); "Non-referrential Expressions in O'Odham" (D. Payne); "Personal Number Morphemes in Southeastern Tepehuan" (T. Willett); "Possession in Yucateco Mayan" (F. Chel); "Change of Voice in Chuj" (C. Buenrosto); "External and Internal Linguistic Change in the Morphological Structure of Southwestern Vizcaino" (A. Urkiza); "Numbers in Seri" (M. Moser, S. Marlett); "Guillemin's Mexican Apache Vocabulary" (W. de Reuse); "Grammaticalization of Verbs of Movement in Akateko" (R. Zavala); "Reading and Textual Typology" (A. Rojas, M. Camargo); "Nahuatl Language or Mexican Language? A 19th Century Dissent" (B. Cifuentes, V. Peralta); "Intensive and Frequentive in Classical Nahuatl Expropriation Discourse" (R. Ortiz); "The Discourse of Expropriation" (M. Montes de Oca); "Routines that Count" (C. Nieto); "Voice of the Voiceless" (T.

bilingual/ESL personnel in key district positions; articulation that removes barriers to cooperation; strong leadership; staff development; peer teaching and mentoring; planning for change; qualified teachers; active teacher and school personnel support; and participation of parents as partners in the process. Appendices contain a list of the districtwide programs, an excerpt of the federal legislation, and a list of additional resources. (Contains 18 references.) (MSE)

ED 461 276 FL 024 909

Meyers, Mary, Ed.
The Symposium on Integration Issues.
PUB DATE- 95
NOTE- 13p.; In: Networking for the Nineties: Proceedings of the 1994 TESL Ontario/TESL Canada Conference, Special Issue, p95-105. Additional authors are Burns Wattie, Jim Cummins, Nick Elson, Patrick Allen, and Flo Zanini.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Desegregation; Conference Proceedings; *Educational Policy; *English (Second Language); Equal Education; Foreign Countries; *Heterogeneous Grouping; High Risk Students; Higher Education; *Immigrants; Leadership; Policy Formation; *Refugees; Second Language Instruction; Second Language Programs; Teacher Education; Teacher Qualifications; Teaching Skills
IDENTIFIERS- *Ontario

This symposium of the ad hoc committee on integration of the Ontario (Canada) Teachers of English as a Second Language (TESL) reports educators' concerns with providing adequate support for immigrant and refugee students, maintaining the integrity, voice, and visibility of ESL education in school boards, and advocating and providing guidelines for education ministry policy. The term "integration" in this case refers to the practice of providing adequate and appropriate programs for students with special language and/or literacy needs so they can be integrated into regular classroom instruction. The report details the specific issues discussed by the group and their stated concerns, and makes recommendations for educational provision, policy, and action. The issues and concerns include: defining "integration"; ensuring equitable treatment of all students; the role and training of international and community language instructors who may not have appropriate teaching qualifications; provisions of special education services for this population; identification of ESL students; academic risk factors for this population; leadership in program design and pedagogy; and preservice and inservice teacher education. (MSE)

ED 461 277 FL 024 956

Zuman, John P.
Los Arboles Hablan: A Spanish Language Curriculum Unit Based on the Study of Latin American Rain Forests.
PUB DATE- 93
NOTE- 31p.; Paper presented at the Annual Meeting of the North American Association for Environmental Education (22nd, Big Sky, MT, September 28, 1993). Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Semeniuk, Miriam C.
The Effects of L1 & L2 Think-Aloud Methodology on the Development of Reading Strategies at the Early French Immersion Level.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; Error Analysis (Language); Foreign Countries; *French; Grade 4; *Immersion Programs; Intermediate Grades; Metacognition; Miscue Analysis; *Protocol Analysis; *Reading Skills; *Reading Strategies; Remedial Reading; Second Language Learning
IDENTIFIERS- Canada

This study used the think-aloud methodology on six Canadian fourth graders to promote the use of reading strategies in their first and second languages as part of a bilingual process-based remedial reading program. Students' English and French reading levels were established at baseline and reexamined at the end of the intervention. Pre- and post-intervention interviews determined students' reading strategies, and parents also identified students' reading strategies. A list of comprehension and repair reading strategies was developed for second language reading development. Students read and responded through thinking aloud to 10 texts. Data were collected in three parts to coincide with the three initial phases of each treatment: reading miscue analysis of the initial reading of each text, retrospective commentary on the reading process, and coding of the online introspective responses to the miscues and retracing how students developed and sustained their ideas about the topic. The intervention increased children's reading accuracy in the target language. Accuracy scores fluctuated depending upon students' prior knowledge about the topic of the texts in both languages. Students related to their background knowledge, created more images, and retraced the text development more frequently when reading in their first language. (Contains 48 references.) (SM)

ED 461 298 FL 027 130

Coryell, Joellen; Gonzales, Edna; Claudia, Cary; Cisneros, Joe
Los Compadres: ESL Student Mentor Program.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Instructional Materials; Elementary Secondary Education; *English (Second Language); High School Students; Hispanic American Students; *Limited English Speaking; Literature; *Mentors; *Reader Response; Reading Comprehension; Second Language Learning; *Spanish
IDENTIFIERS- Authentic Materials

Los Compadres is a program that pairs advanced high school Spanish students with elementary English-as-a-Second-Language native Spanish speakers. Teachers prepare lessons based upon authentic literature, written in English and Spanish, which include vocabulary review and literature response activities. The high school students prepare for the lessons by reading the stories in both languages. Elementary students have the opportunity to have a mentor who is capable of and enthusiastic about speaking their native language and who reads to them in both languages. The mentor models the importance of

Chapter 6 discusses issues related to the topics of gender and equality in education. Chapter 7 is a practical guide to the process of publishing research results. Chapters contain checklists of research tasks. (Individual chapters contain references.) (JLS)

ED 461 318 HE 030 427

Glassick, Charles E.; Huber, Mary Taylor; Maeroff, Gene I.
Scholarship Assessed: Evaluation of the Professoriate. Special Report.
PUB DATE- 97
NOTE- 130p.; Ernest L. Boyer Project of the Carnegie Foundation for the Advancement of Teaching. For a companion document, "Scholarship Reconsidered: Priorities of the Professoriate," see ED 326 149.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Faculty; Colleges; *Evaluation Criteria; Faculty College Relationship; *Faculty Evaluation; Faculty Publishing; Higher Education; Profiles; Questionnaires; Research; *Scholarship; Surveys; Teacher Role; Universities; *Writing for Publication
IDENTIFIERS- Carnegie Classification

The aim of this study was to develop standards that could guide the documentation and evaluation of faculty scholarship. The research was based, in part, on a formal survey conducted in 1994 of all four-year colleges and universities in the United States on faculty roles and rewards. A prologue titled, "A Personal Journal," written by the late Ernest L. Boyer who commissioned the research, precedes the report. The report describes six qualitative standards that provide the conceptual framework to guide faculty evaluation of scholarly work: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. It discusses ways in which faculty roles and institutional missions support rather than conflict with each other. The report proposes the development of a professional profile, to include a statement of responsibilities, a biographical sketch, and documented samples of the scholar's work, as part of the evaluation process. The report also notes three important scholarly characteristics: integrity, perseverance, and courage. Appended is the questionnaire used for the 1994 National Survey on the Reexamination of Faculty Roles and Rewards; 57 data tables presenting the results of the survey; technical notes; and the Carnegie Classification of Institutions of Higher Education. (Contains approximately 175 notes.) (CH)

ED 461 319 HE 030 665

Hounsell, Dai, Ed.; McCulloch, Mary, Ed.; Scott, Mary, Ed.
The ASSHE Inventory: Changing Assessment Practices in Scottish Higher Education.
SPONS. AGENCY- Scottish Higher Education Funding Council, Edinburgh.
PUB DATE- 96
NOTE- 162p.; Project carried out under the auspices of the Committee of Scottish Higher Education Principals, which became Universities Scotland.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

profile, reaching 2,076 in the fall of 2000. UHCL reports that its fastest growing academic programs are in computer-related fields. Two new degree programs were implemented in 2000, a master of science in systems engineering and a bachelor of social work, and among its notable programs, the UHCL describes its Success through Education Program which prepares teachers in collaboration with local school districts. UHCL complements such efforts with global partnerships that accelerate the exchange of learning and foster worldwide communication and understanding. The report also contains information about research grants and financial support through contributions to the President's Cabinet and other giving-level groups. An honor role of contributors is included with information about donations and UHCL expenditures. (SLD)

ED 461 339 HE 034 619

Smith, Christine L.
Focus on State Support for Independent Colleges and Their Students: Higher Education Tuition Grants and Unrestricted Appropriations.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Educational Trends; *Financial Support; Grants; *Higher Education; *Private Colleges; *State Aid; State Programs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Southern Regional Education Board; United States (South)

This report provides information on the degree to which states in the area served by the Southern Region Education Board (SREB) support independent colleges and universities. Most SREB states support independent institutions through student grants that may or may not be based on the student's financial need. In the year of the report, 11 SREB states provided independent institutions with more than $350 million in tuition grants and unrestricted appropriations. In addition to these appropriations, contract programs in several states provide independent institutions with considerable funding for specific purposes or programs. In the 1980s, annual appropriations for tuition grants that did not consider students' financial need grew faster than appropriations for need-based tuition grants, but this trend began to reverse in the late 1980s. In 1999, almost half of all students receiving aid received it on a need basis, but in the five states that provide students with grants that do not take into account their financial need, almost 100,000 students benefited from the $163 million awarded in these states. Most states have increased funding for independent institutions since the last survey in 1993, and over the last 6 years, 4 states have more than doubled appropriations that benefit students at independent colleges. Three states allocated $53.2 million in 1999 in unrestricted appropriations to independent institutions. (SLD)

ED 461 340 HE 034 620

Cauble, Dianne; Mares, Melissa; Presswood, Theresa
Profiles in Partnerships. Report to the Community.
PUB DATE- 00
NOTE- 54p.; Photographs may not reproduce well. For the report published in 2001, see HE 034 618.

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Quality; Educational Technology; Educational Trends; *Engineering Education; Foreign Countries; Futures (of Society); *Higher Education; Information Technology; Labor Force Development; *Partnerships in Education; Private Sector; Universities
IDENTIFIERS- Quality Assurance

This colloquium was held with the purposes of promoting cooperation and collaboration among engineering education institutions in the Mekong subregion and establishing the linkage with engineering institutions in France; to promote university-industry collaboration in the field of engineering and technology education; to establish a network of engineering and technology education in the region; and to plan for further cooperation between France and SEAMEO RIHED (Southeast Asian Ministers of Education Organization and Regional Center for Higher Education and Development) in the future. This report serves as a source of information not only for engineering and technology institutions and the educators who work there, but for the private sector as well. The report is divided into four sections: (1) Introduction and Opening Speeches; (2) Papers (from France and Canada); (3) Country Reports (Cambodia, China Yunnan , Lao PDR, Malaysia, Singapore, Thailand, Vietnam); and (4) Recommendations. The Keynote Address, by Professor Roger G. H. Downer, provides insight into the problems and issues involved in the provision of quality engineering education in the region, and suggests remedies to be pursued. The papers are as follows: "Pan-European Training: the Case of Cesi" (Monique Le May); "Trends in Engineering Education" (Jean Francois Mela); "How To Become a Qualified Engineer by Apprenticeship" (Christian Rumelhard); "The Challenges of Cooperative Engineering Education" (G. E. Schneider); "Thai-Canadian Collaboration in Human Resource Development" (S. A. Boctor); "Quality Assurance in Engineering Education: Engineering Accreditation in Canada" (F. Hamdullahpur); and "University-Industry Linkages in Environmental Engineering" (L. Otten.) Two annexes contain a program and a list of participants. (AEF)

ED 461 362 IR 018 745

Educators Using Information Technology. GIS Video Series. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Community Involvement; Critical Thinking; Educational Technology; Elementary Secondary Education; *Environmental Research; *Experiential Learning; Foreign Countries; *Hands On Science; *Problem Solving; Public Schools; *Science Education; *Science Process Skills; Scientific Research; Technology Integration; Videotape Recordings
IDENTIFIERS- Florida

This 57-minute videotape covers the "Florida Educators Using Information Technology" session of the "Eco-Informa '96" conference. Two speakers presented examples of environmental educators using information technology. The first speaker, Brenda Maxwell, is the Director and Developer of the Florida Science Institute based at Brevard Community College (Florida). Goals of the "Environmental Problem Solving Through Water Quality Monitoring Curriculum" include: to develop

ED 461 380 IR 056 371

For Freedom's Sake. Videotape .
PUB DATE- 96
NOTE- 0p.; Accompanying Resource Guide developed by the ALA Public Information Office.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Access to Information; Censorship; Children; Civil Liberties; *Communication Skills; Democracy; Elementary Secondary Education; Freedom of Speech; *Intellectual Freedom; Legal Responsibility; Librarians; Library Administration; Library Personnel; *Library Policy; Personal Narratives; Problem Solving; Public Libraries; Role Playing; School Libraries; Videotape Recordings
IDENTIFIERS- American Library Association; Historical Background; Library Bill of Rights; *Scenarios

Intellectual freedom is a concept fundamental to all libraries. It enables library customers to access a wide variety of materials in numerous formats, and is a concept dear to the hearts and minds of a democratic society. Libraries are often challenged by individuals and groups concerned about the availability of certain materials. The first part of this 25-minute videotape presents an overview of intellectual freedom in libraries and its historical and philosophical significance. The Library Bill of Rights is examined. Discussions with library administrators who have experienced challenges to their collections provide insight into the issue. The second part of the tape features vignettes to which staff members can react. After an intellectual freedom situation is depicted, viewers stop the tape and react to the scene. Possible solutions are presented, providing an opportunity to practice communication techniques before an encounter. Intellectual freedom scenarios include: (1) When shelving; (2) At the information desk; (3) At the check-out desk; (4) The Internet; and (5) On the floor. A print resource guide, "Coping with Challenges" provides strategies and tips for dealing with challenges to library materials, including: effective communication techniques; tips for public and school libraries; a camera-ready brochure on children and libraries; and lists of support groups and American Library Association resources. (SWC)

ED 461 381 IR 056 396

Zeeman, J.; Turner, F.
Use of Z39.50 To Access Distributed Union Catalogues. Discussion Paper.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Bibliographic Databases; Bibliographic Records; Cataloging; Computer Networks; Foreign Countries; *Information Retrieval; Interlibrary Loans; Libraries; Library Circulation; *Library Collections; *Library Cooperation; Library Networks; National Libraries; Online Catalogs; Shared Library Resources; *Union Catalogs; Users (Information); Vendors
IDENTIFIERS- Barriers to Implementation; Canada; Network

community colleges; (3) college courses and programs will meet the needs of students, employees, and educational partners; (4) employers and educational partners will find that the college adapts quickly and responsibly to changing education and workplace requirements; (5) students will show persistence in reaching their educational goals; (6) community constituents will share the college's perception of PCC's mission and its progress toward achieving its mission; (7) the college will identify and implement ways to meet the needs of the unserved, underserved, and non-returning students in its service area; (8) the college will meet the expectations of employers and its educational partners for collaboration, articulation, and sharing resources; (9) students completing course work will have the knowledge, skills, and values to compete successfully in continuing higher education and local and global markets; and (10) the college will provide effective professional development programs. Outcomes for 2000-2001 are reported for each indicator; overall, PCC is making progress on all goals. (NB)

ED 461 401 JC 020 143

Piedmont Virginia Community College Institutional Effectiveness Measures.
PUB DATE- 01
NOTE- 7p.; Research methodology developed by the State Council of Higher Education for Virginia (SCHEV) for its Reports of Institutional Effectiveness (ROIE).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Class Size; Community Colleges; *Educational Assessment; Educational Attainment; *Educational Finance; *Full Time Faculty; Graduation; Institutional Characteristics; Labor Force Development; Teacher Student Ratio; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College; *Virginia

This Institutional Effectiveness report for Piedmont Virginia Community College (PVCC) offers statistics comparing PVCC's performance with that of the entire Virginia Community College System (VCCS). Highlights of findings included in the report are: (1) the student advancement rate (those who are still enrolled in PVCC, those who have transferred, and those who have graduated) within 150% of normal time to graduation is 51% for PVCC and 44% for VCCS; (2) the transfer rate (percentage of students who transfer annually from VCCS to a four-year in-state institution of higher education) is 27% for PVCC and 23% for VCCS; (3) 57% of PVCC's undergraduate courses have fewer than 20 students, compared with 56% for VCCS; (4) 45% of PVCC's courses are taught by full-time faculty, compared with 52% for VCCS--the VCCS target rate of classes taught by full-time faculty is 70%; (5) the percentage of E&G spending on instruction and academic support is 69% for PVCC and 65% for VCCS; and (6) PVCC offered customized training to 2,535 employees of 92 firms through 185 activities. This last Workforce Training Activities measure is a response to the General Assembly's 1998 mandate to provide workforce training activities to citizens of the Commonwealth by reporting on the volume of clients served by four specific workforce development services. (NB)

ED 461 402 JC 990 154

DESCRIPTORS- Academic Achievement; *Adolescent Attitudes; *Adolescent Behavior; *Adolescents; *Aggression; Hostility; Mass Media Effects; Parent Child Relationship; Predictor Variables; Risk; Teacher Student Relationship; *Video Games; Violence

Video games have become one of the favorite activities of children in America. A growing body of research links violent video game play to aggressive cognitions, attitudes, and behaviors. This study tested the predictions that exposure to violent video game content is: (1) positively correlated with hostile attribution bias; (2) positively correlated with arguments with teachers and physical fights; (3) negatively correlated with school performance; and (4) positively correlated with hostility. Participating in the study were 607 eighth and ninth graders from 4 schools. Each prediction was supported. Youth who exposed themselves to greater amounts of video game violence saw the world as a more hostile place, were more hostile themselves, got into arguments with teachers more frequently, were more likely to be involved in physical fights, and performed more poorly in school. Video game violence exposure was a significant predictor of physical fights even when respondent sex, hostility level, and weekly amount of game play were statistically controlled. The findings suggest that video game violence is a risk factor for aggressive behavior and that parental involvement in video game play may act as a protective factor for youth. Results support the framework of the General Aggression Model. (Contains 3 tables and 33 references.) (Author/KB)

ED 461 421 PS 030 121

Healthy Children Are Ready To Learn: Promoting Health Insurance for Your Students. A Step-by-Step Guide for School Districts.
PUB DATE- 00
NOTE- 67p.; For related document on health insurance for children, see PS 030 122.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Agency Cooperation; *Child Health; *Children; Elementary Secondary Education; Enrollment; Family School Relationship; *Health Insurance; *Outreach Programs; Program Descriptions; Program Implementation
IDENTIFIERS- Childrens Health Insurance Program; Medicaid

Health problems impede the academic performance of many children. Schools are in a unique position to help their state's Medicaid and children's health insurance programs connect with parents who lack health insurance for their children. This guide provides suggestions for identifying eligible children, informing parents of free or low-cost insurance programs, and referring parents to their state's insurance program. Designed to help school districts participate in the outreach effort, the guide offers plans for several levels of involvement, from supporting the outreach efforts of others to conducting their own campaign. Part 1 of the guide outlines how schools can make health insurance available to students through: (1) distributing information about health insurance for children and adolescents; (2) identifying children who need health insurance; and (3) partnering with other agencies to secure health insurance for students. Part 2 lists resources for finding more information on developing health insurance resources. The descriptive analyses of the report show that children who have specific cognitive knowledge and skills, are read to frequently, possess positive approaches to learning, and enjoy very good or excellent general health, perform better in reading and mathematics than those without these resources. (Includes data and standard error tables. Appended is a table of regression coefficients for the relationship between children's resources and skills to their spring kindergarten and spring first-grade reading performance. Contains 18 references.) (HTH)

ED 461 439 PS 030 264

Cooper, Harris M.; Gersten, Russell M.
Homework Tips for Parents: Talking Points for Presenters To Use with Transparencies.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Homework; Parent Education; *Parent Role; *Parent Student Relationship; Parent Teacher Cooperation; Partnerships in Education; Teacher Role

This set of overhead projector transparencies is intended to assist parents and teachers in understanding the importance of homework and the role that parental involvement plays in assigning homework. The transparencies respond to the following statements: Homework should only be given to students in grades 4 and above; Assigned homework should focus only on one aspect of learning; If a child is having trouble with his or her homework, parents should reach out to the teacher or school for help; and All homework should have a positive impact on students in the long run. The next three transparencies highlight what teachers can tell parents about homework, including providing a suitable area and materials, helping with time management, modeling "homework" such as balancing a checkbook, not doing the child's assignment for him or her, helping the child figure out what is hard homework and what is easy homework, and watching for signs of failure or frustration. The next four transparencies offer homework tips for reading and for math. The final transparency lists resource information: an 800-phone number for the Partnership for Family Involvement in Education and World Wide Web addresses for the Department of Education and for the Partnership. The presenter's guide provides a print version of each transparency as well as discussion for the true/false questions and elaboration on the "what teachers can tell parents about homework" points. (HTH)

ED 461 440 RC 020 607

The Richard A. Bove Migrant Student Poets and Writers Festival, 1994-1996.
PUB DATE- 96
NOTE- 146p.; Sponsored by the Richard A. Bove Memorial Fund for Migrant Children.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Aspiration; Childrens Writing; Creative Writing; *Educational Experience; *Family Life; Fiction; Interpersonal Relationship; *Mexican Americans; *Migrant Children; *Migrant

ED 461 457 RC 023 278

Soltero, Sonia White
Collaborative Talk in a Bilingual Kindergarten: A Practitioner Researcher's Co-Construction of Knowledge.
PUB DATE- 99
NOTE- 307p.; Doctoral Dissertation, University of Arizona.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Bilingual Education; Bilingualism; Case Studies; *Classroom Communication; *Cognitive Processes; *Culturally Relevant Education; Emergent Literacy; *Hispanic American Students; Immigrants; Kindergarten; Kindergarten Children; Language Usage; Primary Education; Second Language Learning; Spanish Speaking; Student Motivation; Teacher Researchers; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Critical Pedagogy; Illinois (Chicago); Practitioner Involvement (Research)

This year-long study explored the linguistic and cognitive transactions of immigrant language-minority kindergarten students in the social context of classroom collaborative talk in their native language. Collaborative talk transactions were selected from 13 videotaped sessions involving 27 Hispanic kindergarten students, mostly recent arrivals from Mexico, in a Chicago public school. Findings were threefold. First, the collaborative talk transactions, framed within a cognitive and linguistic stance, demonstrated how meanings and new understandings were constructed and restructured; showed how the teacher and students made use of their cultural values, assumptions, attitudes, and experiences to construct new meanings and shared understandings; and revealed how learners engaged in oral literacies in collaboration with the teacher and then began to formulate and test hypotheses without the teacher's mediation. Second, the collaborative discourse situated within an empowerment and voice perspective showed how culturally responsive teaching and learning maximized the use of language-minority students' linguistic, cultural, and cognitive resources; revealed that these learners displayed high motivation and interest when the topics were relevant to their lives; and illustrated how learners made connections between the concepts embedded in discourse and their own experiences and understandings. Finally, the discursive practices reflected the importance of native language use in allowing culturally and linguistic diverse students to express their thinking and understandings in their more competent linguistic system and in the language of their cultural and social worlds. Thirteen appendices present the collaborative talk transactions. (Contains 161 references.) (Author/TD)

ED 461 458 RC 023 287

Kilpatrick, S.; Kilpatrick, P.; Bell, R.
Vocational Education and Training in Tasmanian Rural Schools: Education for the Community.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Hobart, Australia, September 9-12, 2000). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

three-dimensional designs; locate numbers and add and subtract using a number line; master money concepts while choosing clothes and making change; and solve story problems while visiting an aquarium. Each activity has both a question and answer mode and an explore mode. Overviews of the programs are included in the documentation and a troubleshooting guide is provided. (DDR)

ED 461 475 SE 059 569

Wichmann, Sue, Ed.
NEWTON'S APPLE 14th Season Teacher's Guide.
SPONS. AGENCY- 3M, St. Paul, MN.
PUB DATE- 96
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; Elementary Secondary Education; Engineering; Geography; Hands on Science; Inquiry; *Interdisciplinary Approach; Rainforests; *Science Activities; Teaching Guides; Wetlands
IDENTIFIERS- Newtons Apple

This guide was developed to help teachers use the 14th season of NEWTON'S APPLE in their classrooms and contains lessons formatted to follow the National Science Education Standards. The "Overview," "Main Activity," and "Try-This" sections were created with inquiry-based learning in mind. Each lesson page begins with "Getting Started," which contains a simple activity and a series of open-ended, inquiry-based questions to engage students. These activities are designed to gauge what the students know about the subject and to initiate discussion. Lessons include background information, interdisciplinary connections, resources, and hands-on activities. Also included is a Guide to Enjoying NEWTON'S APPLE at Home that encourages family participation in science education. Topics are as follows: (1) Spelunking; (2) Human Eye; (3) Tahiti Special which includes Sharks and Black Pearls; (4) Riverboats; (5) Body Fat; (6) Hypercoaster; (7) Nicotine; (8) Avalanche Rescue; (9) Prosthetic Limbs; (10) Andes Special on Inca Engineering; (11) Ski Jumping; (12) Bee Stings; (13) Rain Forest Special which includes Rain Forest Plants and Rain Forest Animals; (14) Olympic Solar Energy; (15) Soccer; (16) Malaria Tracking; (17) Clocks; (18) Post Office; (19) Gems; (20) Ethanol; (21) Bones; and (22) Water Special that includes Wetlands and Drinking Water. (JRH)

ED 461 476 SE 059 661

Crow, Tracy, Ed.
New Approaches to Assessment in Science and Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Educational Resources; Elementary Secondary Education; *Evaluation Methods; *Informal Assessment; *Interdisciplinary Approach; Interviews; Mathematics; Mathematics Achievement; Portfolio Assessment;

and life, black dwarfs, supernovae, white dwarfs, neutron stars, black holes, and the electromagnetic spectrum is included. The seven activities focus on star mass, modeling a black hole, classifying stars, blackbody radiation, Wein's Law, and crossing the event horizon. A glossary and activity solutions are provided. Matching poster is also included with booklet. (DDR)

ED 461 496 SE 061 176

Herbert, Bruce; Bednarz, Sarah; Boyd, Tom; Blake, Sally; Harder, Vicki; Sutter, Marilyn
Effective Integration of the World-Wide Web in Earth Science Education.
PUB DATE- 98
NOTE- 9p.; Figures are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Critical Thinking; Curriculum Development; *Earth Science; *Educational Change; Evaluation Methods; *Futures (of Society); Geology; Higher Education; *Interdisciplinary Approach; Interpersonal Relationship; Lifelong Learning; Nonmajors; Performance Based Assessment; *Problem Solving; Science Education; Secondary Education; Student Surveys; Teacher Education; Teamwork; *World Wide Web
IDENTIFIERS- Texas A and M University

The earth sciences is an evolving set of disciplines encompassing more than 30 specialties; however, earth scientists continue to be trained within the traditional disciplinary structure. Earth science education should focus not only on student acquisition and retention of factual knowledge, but also on the development of higher-order skills needed to operate in a technical world. These include the capacity for complex problem solving, lifelong learning, and effective interpersonal interaction. One of the most promising pedagogies to meet these goals is the effective integration of World-Wide-Web-aided instruction. Several characteristics of the Web which highlight its potential as an instructional tool include: (1) its asynchronomous nature; (2) its ability to include simulation of complex earth systems; (3) the ability to provide student access to real time earth systems data; and (4) the ability to deliver authentic assessment. Students enrolled in Physical Geology (n=545), a core curriculum class at Texas A&M University, were administered questionnaires at the beginning and end of the fall semester to ascertain: characteristics of the study body taking this course and effectiveness of the associated class Web sites in terms of their ability to foster student learning. The study found that 56% of students enrolled in this course were business majors; 68% enrolled in it because they perceived it to be the easiest science class that fulfills the university requirement; 79% reported that they viewed science as having little or fair impact on their lives; and 74% believed that the development of strong quantitative skills is fairly or very important for their education. Students perceived that they had little to fair knowledge about computers. Instructional Web sites either need to be fairly simple or contain tutorials on the use of the Web site. (Contains 52 references and two tables.) (PVD)

ED 461 497 SE 061 193

Gurtner, Jean-Luc, Ed.

SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec).
National Literacy Secretariat.
PUB DATE- 97
NOTE- 118p.; Including "Media Focus."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; Educational Research; Foreign Countries; Futures (of Society); *Literacy Education; Models; School Business Relationship; School Community Relationship; Teaching Methods; *Womens Education; *Workplace Literacy
IDENTIFIERS- Quebec

This volume consists of four issues. Issue 1 looks at some recent research on practice and is composed of these articles: "Reflection on Literacy," a summary of the World Conference on Literacy; "How Effective Is Adult Literacy Education?" that reports outcomes of Ontario Literacy Coalition studies; "UK Trends: Assessing Basic Skills at Work and Workplace Training for Non-Managers," summaries of two UK reports; "'Adcult' sic and Visual Literacy: Students as Beachcombers" (R. Scott Lamascus) on advertising in the writing classroom; descriptions of resources on participatory research and practice; and descriptions of educational technology. Issue 2, which looks at issues of women as learners, contains the following: "Women and Literacy"; "The Persisting Power and Costs of the Literacy Myth" (Harvey J. Graff), a comment on Literacy, Economy, and Society; "Women and Work" with classroom activities; "What Is a Feminist Curriculum?" (Kate Nonesuch); "A Feminist Perspective on Literacy Curriculum" (Fran Davis); and "Profiles of ABE Adult Basic Education Students: A Provincial Study." Issue 3, on social consequences of literacy, contains the following: "Social Literacies"; "The Massachusetts Workplace Education Initiative" (Bob Bickerton); "Scar-y Stories and Poems" (Francis Kazemek); "Literacy, Economy, and Society: Results of the First International Adult Education Survey (IALS)" (Brian V. Street); and "Measuring Outcomes in Volunteer Programs." Issue 4, on the complexities of literacy, includes these articles: "Visions of Literacy"; "Two Different Theoretical Approaches to Literacy and Their Implication for Adult Literacy Programs"; "Computers as Cognitive Tools"; "Double Duty Dollars: Investing in Adult Education" (Thomas G. Sticht); and "IALS: Ending the Myth of the 'Literacy Myth'" (Stan Jones). Each issue also contains "To Ponder," which provides several short pieces on various topics; book reviews; list of conferences; and announcements. Issues 1, 2, and 4 also contain a supplement, Media Focus," which focus on: "Teaching with Motion Pictures"; "Traditional versus New Television"; and "The Morphing of Media Literacy." (YLB)

ED 461 017 CE 076 234

Devlin-Foltz, Betsy
Peace Corps Tales from Open Space. Information Collection & Exchange T0089.
PUB DATE- 98
NOTE- 58p.; Written and edited in collaboration with Sandy Callier.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Education; Conferences; Foreign Countries; *Inservice Education; *Participative

categories. The following are among the items included in the workbook's five sections: (1) ways practitioners, WIA entities, policymakers, funders, and others can use PEPNet; (2) the PEPNet improvement process for programs (the benefits of participation and an improvement process flowchart); (3) the PEPNet criteria for effective practices (criteria related to purpose and activities, organization and management, youth development, workforce development, and evidence of success); (4) PEPNet self-assessment (using the PEPNet self-assessment; the PEPNet self-assessment questions, the self-assessment matrix, and the PEPNet builder certification form); and (5) PEPNet recognition (the notice of intent to apply, the process to apply for recognition, demonstrating evidence of effectiveness, additional tips, peer review, benefits of recognition). Lists of 13 recommended resources, PEPNet awardees, National Youth Employment Coalition members (NYEC), PEPNet working group, and NYEC executive committee members are appended. (MN)

ED 461 035 CE 082 792

Bottoms, Gene; Pucel, David J.; Phillips, Ione
Designing Challenging Vocational Courses: A Guide to Preparing a Syllabus.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Change Strategies; *Course Content; *Course Descriptions; *Course Objectives; *Curriculum Development; Definitions; Delivery Systems; Education Work Relationship; Educational Change; Educational Environment; Educational Objectives; Educational Principles; Educational Quality; Guidelines; High Schools; Job Skills; *Material Development; National Standards; Records (Forms); Special Needs Students; Student Evaluation; Student Needs; Student Projects; Teacher Role; Teacher Student Relationship; Teamwork; *Vocational Education
IDENTIFIERS- Contextualized Instruction

This document is intended to help high school vocational-technical teachers design courses that result in high-quality learning for all their students. The book's seven chapters detail this process for designing courses that achieve the following results: model the concept of quality; produce independent learners; develop active participants in the learning process; address real problems in life and the workplace; confront students' shortcomings and show them how to improve; present challenging assignments requiring hard work in and out of the classroom; actively involve students in productive learning throughout the class period; require student teamwork with teachers serving as coaches rather than as the source of knowledge; and prepare youth for work and further education beyond high school. Chapters 1-7 discuss the following topics: (1) the need for change; (2) a new vision of quality vocational-technical education; (3) the vocational-technical program of study; (4) the issues involved in designing a course (content as a function of expectations of career areas; providing a focus for learning; teachers as impact on personnel management are requiring new forms of service from PES and private employment services. The rapid evolution of information and communication technologies is also having a significant impact on placement services. (Contains 21 tables/figures and 35 references.) (MN)

ED 461 052   CE 082 825

Brammer, Robert; Haller, Katherine
Psychological Factors Associated with Paranursing Expertise.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Allied Health Occupations Education; Competence; Employment Qualifications; Geriatrics; *Job Performance; Models; *Nurses Aides; *Nursing Homes; *Performance Factors; Personality Measures; Personality Traits; Predictive Validity; Predictor Variables; *Psychological Characteristics; Regression (Statistics); Screening Tests
IDENTIFIERS- *Psychological Influences

The psychological factors associated with paranursing expertise were examined in a study of 135 certified nursing assistants (CNAs) at a geriatric nursing facility in Amarillo, Texas. Data were collected through a project-developed screening tool called the Geriatric Employee Screening Tool (GEST), which is a true-false instrument patterned after several existing personality profiles. The GEST's 207 items addressed the following basic personality dimensions that interviews with several nursing home directors established as critical for effective nursing: (1) conveying a sense of tenderness; (2) possessing a knowledge of the elderly; (3) approaching many areas of life with a strong sense of independence, assertiveness, and responsibility; (4) having a general sense of duty; and (4) willingness to accept a lack of order (in other words, showing more concern for large-scale duties than for minor duties). After the CNAs had completed the GEST, a four-member panel of supervisors and managers reviewed the list of participants and ranked them on a five-point Likert-type scale. A simultaneous, multiple-regression analysis technique was used to analyze the effects of the five variables against the participants' composite ranking score from their supervisor and manager. The model explained 36.6% of the adjusted variance and was deemed highly predictive. (Contains 28 references.) (MN)

ED 461 053   CE 082 831

Vail, Ann, Ed.; Fox, Wanda S., Ed.; Wild, Peggy, Ed.
Leadership for Change: National Standards for Family and Consumer Sciences Education. Family and Consumer Sciences Teacher Education. Yearbook.
PUB DATE- 00
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; Career Planning; Clothing

school-related values and behaviors. Adolescents often internalize the values that are communicated both directly and indirectly by significant others. However, few studies have explored the relations between these contextual influences and students' values related to education. A second aim of this study was to investigate the relationships between values communicated by parents, teachers, and peers and students' own intrinsic value of education. Results of this study indicate that intrinsic value of education mediates the relationship between parental expectations, teacher respect, peer academic support and school self-esteem for middle school students. Further, the internalization of these values directly influences a student's overall feelings of worth in regards to school. (Contains 11 references.) (JDM)

ED 461 072   CG 031 504

Emerging Drug Threats and Perils Facing Utah's Youth. Hearing before the Committee on the Judiciary, United States Senate, One Hundred Sixth Congress, Second Session (Salt Lake City and Cedar City, Utah, July 6-7, 2000).
PUB DATE- 01
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; At Risk Persons; Community Action; *Drug Education; Health Behavior; Hearings; *Illegal Drug Use; Prevention; *Public Affairs Education; Rape; *Substance Abuse; Young Adults
IDENTIFIERS- Congress 106th; Date Rape; Dating Violence; Utah

This report documents the proceedings of a two-day hearing held in Utah to begin a public dialogue on how professionals can work together to combat the dangers of substance abuse problems among adolescents. The introductory comments by the presiding chairman, Senator Orin Hatch, spell out the present problem in Utah. The senator points out how youth and their families are aware of the dangers of cocaine, LSD, heroin, and marijuana but they may not be aware of a new class of drugs known as "club drugs." These drugs, such as methamphetamine, an addictive stimulant; ecstasy, a synthetic mind-altering drug; GHB and other central nervous system stimulants, are sweeping across the country and leaving youth unprepared for their dangerous side effects. On the first day, panelists shed light on the growing problem of club drug use in Utah. Representatives from drug enforcement administration, the state attorney general's office, and police departments served as witnesses. The second day proceedings focused on ways the community of professionals can work together to combat the dangers of substance abuse. Representatives from the regional PTA, Immigration and Naturalization Service, the District Attorney's office, and private citizens spoke before the committee. (JDM)

ED 461 073   CG 031 505

pierSath, Chath
Coping Methods: Personal and Community Resources Used among Cambodians in Cambodia and Cambodian-Americans in Lowell, Massachusetts.
PUB DATE- 00
NOTE- 113p.; Abstract of a Master of Arts Thesis, University of Massachusetts Lowell.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Programs; *Remedial Reading
IDENTIFIERS- Austin Independent School District TX; Clay (Marie); *Reading Recovery Projects

The Literacy Support Plan is a comprehensive reading intervention initiative for kindergarten through grade 3 students in the Austin (Texas) Independent School District (AISD). The framework for the program is Reading Recovery. The purpose of the program is to provide assistance for students identified as needing extra help acquiring literacy skills through one-on-one tutoring to grade 1 students who are lowest in literacy, and also to work with kindergarten, grade 2, and grade 3 students in literacy groups. A professional development model is part of the Literacy Support Plan and provides for three layers of training. Program assessment was determined using several assessment measures. Six study campuses were selected for a closer look at the program. Findings revealed that: the average gain on Marie Clay's "Observation Survey" for Grades 1-4 literacy support students was 8.7 reading text levels; and 96% of all primary students served by the program made gains in literacy. Additional findings were also positive. The program has been implemented as planned according to those involved with the original design. The prediction in 1998 that 3,200 students would be served when the plan was fully implemented has been surpassed by 500 students. (Includes 6 recommendations, 15 figures, and 21 tables. Contains 42 references. Appendixes contain a review of reading intervention literature; a literacy support plan implementation, by tier; a description of the Literacy Support Model; a chart illustrating text reading levels; additional data; and components of balanced literacy programs.) (NKA)

ED 461 095   CS 014 588

Homan, Susan; King, James R.; Hogarty, Kris
A Small Group Model for Early Intervention in Literacy: Group Size and Program Effects.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Early Intervention; *Literacy; Models; Primary Education; Program Evaluation; *Remedial Reading; *Small Group Instruction
IDENTIFIERS- Clay (Marie); Florida; *Reading Recovery Projects

Over the last 2 years, Accelerated Literacy Learning (ALL) has experimented with the small group model in early literacy intervention, with success comparable to that in one-to-one intervention. There can be little doubt that intervention provided to struggling readers is most effectively initiated at an early stage. The ALL program was conceived on Marie Clay's recommendations, and for 8 years operated successfully in 10 Florida county school districts with a one-to-one ratio. Yet, the ALL implementation was not without resourcing problems. Many students qualified for the program but there were not enough ALL-trained teachers to work with them. Therefore, in an attempt to reach children who could not be served with a one-to-one ratio, educators experimented with a one-to-three small group model. The remainder of this paper describes the implementation and presents the results of work with a small group model. The paper discusses the group of three innovations by comparing them with one-to-one early literacy interventions such as Reading Recovery and strongly advises having both one-to-one and small group possibilities for each teacher. It finds

Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; *College Faculty; *Educational History; *English Instruction; English Only Movement; Higher Education; Part Time Faculty; Social Problems; *Teaching Assistants; *Tenure

In this paper, the author/educator recalls a 1972 article that reviewed 11 books about the English to minorities. Over the years, teaching issues have been debated--one commonly discussed topic of the '90s being Ebonics. The author asserts that the public at large pays no attention to most academic writing. Exploitation of graduate students as teaching assistants was also discussed in the 60s; the Wyoming Resolution appeared in 1986, and many professional groups have promulgated codes of ethics. However, good professionals such as writing instructors get in the way of significant change. Academics should realize that there will never be unity among academic labor as long as the institution of tenure exists. Tenure supposedly protects academic freedom (for the tenured only), but the protection is not very effective. Administrators have lots of ways of controlling the tenured--denial of raises, punitive course assignments, etc. The real function of tenure now is to replicate the encompassing two-tiered society within the academy. So that an administrator might get a raise as big as the combined salaries of a married couple with long experience on staff. Academic workers should organize and battle for real change. The continued abuse of part-timers and TAs, and the unchanging insistence that "talking white" is talking right, should make it obvious to even the most submissive that tough action is necessary, not just good words. (NKA)

ED 461 116 CS 217 717

Ciardi, Margaret Russell; Kantrov, Ilene; Goldsmith, Lynn T.
Guiding Curriculum Decisions for Middle-Grades Language Arts.
PUB DATE- 01
NOTE- 120p.; "With assistance from Anne Shure."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum; *Decision Making; *Language Arts; Middle Schools; *Professional Development
IDENTIFIERS- *Curriculum Choice; Curriculum Implementation; Vignettes

Many questions are on the minds of middle school teachers, principals, and curriculum leaders as they respond to a growing pressure to produce better educated students. Some of the questions are the following: Which language arts curriculum will sustain the interest of middle grades students? How can educators be certain the curriculum meets state standards? and How can educators learn to use these materials? This handbook was designed to guide educators through the language arts curriculum selection process, helping them choose and use curricula that promote high standards of student achievement. Drawing on the expertise of the authors as well as interviews with dozens of practitioners, the handbook presents a framework

American Assembly of Collegiate Schools of Business accredited colleges of business and from human resource managers from the 200 largest companies in the Dallas/Ft. Worth area. A questionnaire containing 49 selected business communication competencies was developed and mailed to these two groups. Usable questionnaires were received from 103 deans and 52 human resources directors. The deans perceived "punctuates written communication effectively" and "uses personal integrity in all communication" as most essential. Human resource managers perceived "uses personal integrity in all communication," and "maintains appropriate confidentiality" as most essential. Contains a table of data. (Author/RS)

ED 461 137   CS 510 734

Leeper, Roy V.
The Public Relations Law and Ethics Course.
PUB DATE- 01
NOTE- 5p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; Higher Education; *Laws; *Public Relations; *Student Needs; Undergraduate Students
IDENTIFIERS- Course Development; First Amendment

The Report of the 1999 Commission on Public Relations Education recommends that undergraduates study the legal and ethical issues involved in the practice of public relations. When the educator/author first began teaching a Communication Law course at Northwest Missouri State, it was offered through the Mass Communication Department, was required of all journalism and broadcast students as well as public relations students, and did not have an ethics component. If the issue of ethics was brought into the course, it was done so by the instructor as a responsibility counterpoise to a legal right. When the number of students grew to about 30 students per course within three sections (and one-fourth to one-third were public relations students), the possibility was raised of instituting a separate public relations law and ethics course. After some discussion, that separate course was instituted. This paper explores the advantages and disadvantages of that choice. The paper cites five advantages, among them that material can be added which is specific to public relations and that problems and class discussion can be tailored to fit individual needs of different majors. It lists four disadvantages, such as that splitting off the public relations course further increases fragmentation within the communication professions and that there is no good text which is specifically designed for the course. (NKA)

ED 461 138   CS 510 735

Kohl, Virginia; Dressler, Becky; Hoback, John
The Roles of a Visual Literacy Component in Middle School Language Arts Curricula: A Case Study with At-Risk Students and Their Teachers.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).

department of education staff members of Alaska, Washington, Oregon, Idaho, and Montana to recommend Title I schools that had made significant improvement in student achievement. The Title I schools have schoolwide or targeted assistance and vary in size, grade configuration, diversity, and percentage of low-income students. The turnaround of the 12 schools is profiled, with an address and a contact person provided for each. Then follows a section discussing effective strategies shared by these schools and the supporting research. While specifics of reform may vary, research shows that it is an ongoing process of determining goals and benchmarks by conducting needs assessments, using data to guide decision-making, aligning goals for student performance with state and local standards, and evaluating results to fine-tune reform strategies. There is a shared vision of excellence and equity, with students and staff engaged in learning. Adequate resources, a positive school climate, and effective collaborative leadership prevail. Parent and community involvement is welcome, and decision-making is based on data. School leaders play a critical role. and districts can support school reform by investing in professional development of principals in creating a collaborative culture of continuous learning and improvement. (Contains 21 references.) (RKJ)

ED 461 158 EA 031 367

Kouzes, James M.; Posner, Barry Z.
Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others. The Jossey-Bass Business & Management Series.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; *Administrators; Elementary Secondary Education; Leadership Training; *Superintendents

This book is written to assist people to lead others in getting extraordinary things done. The basic message is that the best leaders care. This is not about being soft or a cheerleader. In chapter 1, the research to support this point of view is examined. In chapter 2, a classic case study to illustrate the seven essentials of encouraging the heart is presented. Chapter 3 offers an Encouragement Index for the reader's self-assessment. Chapter 4 explains why encouraging the heart begins by being clear about standards. Chapter 5 is about the leader's attitude toward others, especially expecting the best. Chapter 6 shows that leaders are always on the lookout for exemplars of values and standards. In chapter 7, the power of personalizing recognition is explained. Chapter 8 considers how great leaders are great storytellers. Chapter 9 examines how leaders bring people together to share the successes of their colleagues. Chapter 10 examines how leaders set an example and create a climate for encouraging the heart. Chapter 11 summarizes the main points, while chapter 12 offers 150 ways to get started on a quest to encourage the heart to accomplish great things. (RKJ)

ED 461 159 EA 031 368

strong and continued opposition from many within the educational establishment. This paper explores the various factors behind its success and resiliency against antagonistic social and political pressures. In the early days of home schooling (circa 1965), there were no support groups or newsletters for parents who taught their children at home; parents were frequently arrested, jailed, or fined until they put their children back in school; and many families were socially stigmatized because of their alternative educational practices. Support grew from conservative religious families who based their home schooling on their faith. When adverse political pressure decreased, families of more diverse backgrounds made their presence and pressure felt at state and federal government levels. Factors such as the Columbine High School shootings, dissatisfaction with public schools, the desire to educate children in a more holistic environment, the success of Catholic and African-American home schools, and the rise of "soccer moms" as important swing voters for politicians contributed to the firm establishment of home schooling, its continuation, and eventual legalization in all 50 states. (Contains 13 references.) (RT)

ED 461 178 EA 031 500

Young, Michelle D.; Petersen, George J.; Short, Paula M.
The Complexity of Substantive Reform: A Call for Interdependence among Key Stakeholders.
SPONS. AGENCY- National Policy Board for Educational Administration, Fairfax, VA.; Johnson Foundation, Inc., Racine, WI.
PUB DATE- 01
NOTE- 26p.; Paper commissioned for the Meeting of the National Commission for the Advancement of Educational Leadership Preparation (1st, Racine, WI, September 19-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Cooperation; *Educational Change; Educational Environment; Elementary Secondary Education; Higher Education; Institutional Role; Intergroup Relations; *Leadership Training; Program Effectiveness; Program Validation
IDENTIFIERS- *Reform Efforts

The field of educational leadership faces serious challenges in the 21st century, such as the shortage of principals and superintendents, the growing demands for leadership positions, and the struggle for adequate resources. This paper explores the challenges facing this field from the position of university educational leadership preparation. The many factors involved with school leadership preparation do not operate separately of each other but are interdependent. What occurs in one area, such as university administration's awareness of the education administration program, can affect how the university supports the program, which in turn, affects faculty promotion, tenure, salary, program quality, and student enrollment. The interdependency practiced by baseball leagues is used as a metaphor of school leader preparation to help communicate the nature of mutual collaboration. To meet the needs of current and future schools, this paper recommends that practitioners in all aspects of educational leadership realize their work is fundamentally interdependent, that they come together to seek a mutual and complex understanding of the educational leadership

DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; Decision Making; *Demonstration Programs; *Disabilities; Federal Programs; High Schools; Integrated Activities; *Interdisciplinary Approach; *Models; Policy Formation; Program Development; Regular and Special Education Relationship; Teaching Methods; Teamwork; Technology

This report describes the development and field testing of a federally funded model designed to integrate technology into the high school curriculum of students with disabilities. In this second phase of a 5-year study, six high schools located in four school districts were used to evaluate the model. The model is based on the premise that technology integration is a district- and school-wide process of organizational innovation, which requires a coordinated program among administrators, trainers, technical support staff, teachers, and students. A manual describing the model and providing materials and recommendations in each of the four interconnected domains (administrative, human resources, material resources, and instructional applications), was developed and distributed to participating sites. Results indicated the model of technology integration was a useful conceptual tool for schools undertaking or involved in the technology integration process and provided a framework for decision making and policy formulation. As a result of the evaluation, however, the manual was reorganized to concentrate on practical concepts useful to those planning and implementing technology use in the schools. The report describes the different domains of the model, provides analytical summaries of the field sites, and discusses the results of the technology survey and other substudies. (CR)

ED 461 197 EC 305 741

Geffner, Robert, Ed.
Family Violence & Sexual Assault Bulletin, 1996.
PUB DATE- 96
NOTE- 35p.; Published twice per year. This document contains selected articles from the 1996 Bulletin.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Animals; *Child Abuse; Family Violence; Interdisciplinary Approach; Intervention; Memory; *Mental Retardation; Mothers; *Parent Child Relationship; Parent Grievances; *Predictor Variables; Prevention; Program Effectiveness; Resource Materials; *Sexual Abuse; Training Methods
IDENTIFIERS- *Cruelty to Animals; *False Memories

These two Bulletins contain selected articles that highlight research and treatment issues in child abuse and child sexual abuse. The first issue includes the following featured articles: (1) "The Relationships between Animal Abuse and Other Forms of Family Violence" (Phil Arkow), which addresses animal cruelty as a harbinger of psychopathology and as a component of family dysfunction, and describes opportunities for multidisciplinary intervention; (2) "A Hegelian View of the 'False Memory Syndrome Hypothesis'" (Donald G. Barstow), which discusses False Memory Syndrome as an inexorable response to international attention focused on child victimization; and (3) "An Exploratory Study of a Sexual Abuse Prevention Program for People with Developmental Disabilities" (Sheryl Robinson Civjan and Joseph Hughey), which describes a study that found significant differences in self-efficacy among persons with mental retardation who received sexual abuse prevention training and those who did not. The second Bulletin features:

Programs; Models; Private Financial Support; Program Design; Program Proposals; Resource Materials; Shared Resources and Services
IDENTIFIERS- Improving Americas Schools Act 1994

This information packet is designed to aid schools in identifying financial sources that can be used to finance new intervention approaches that emphasize coordinated services. A four-part framework is offered as a guide to thinking about financing efforts to enhance programs and services to children: redeploying available funds, refinancing and freeing funds for reinvestment, raising new revenue, and restructuring financial systems to effect change. The packet includes the following information: (1) maximizing federal financing; (2) funds under the Improving America's School Act of 1994 designed to foster coordinated services; (3) selected references on financial strategies; (4) resource agencies and organizations; (5) financing children's mental health services; (6) Internet resources specializing in assistance related to financing school mental health services; (7) model programs for financing school mental health services; (8) state consultants for financing mental health in schools; (9) funding sources for school-based health programs in Baltimore, Maryland; (10) examples of federal resources for education, comprehensive services, health, social services, housing , and mental health; (11) steps to writing a proposal for a grant; and (12) using alternative reimbursement models for financing school-based health centers. (Individual articles contain references.) (CR)

ED 461 216 EC 306 395

Swift, Steve
TeachEach: Classroom Strategies To Reach All Learners.
SPONS. AGENCY- Charles and Helen Schwab Foundation, San Mateo, CA. Parents' Educational Resource Center.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; *Disabilities; Educational Principles; *Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Learning Strategies; Program Design; *Regional Programs; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- California

Photographs and text present highlights in the work of three teachers and one teaching team honored by TeachEach, a Northern California privately supported program to recognize and award K-12 teachers or teaching teams who teach and reach all the students in their classrooms. Quotes from the honorees and photographs showing the teachers in action illustrate the principles of the program. The TeachEach teachers are seen as being innovators, communicators, listeners, motivators, mentors, coaches, realists, and evaluators. Common principles emphasized by the honored teachers include the importance of student engagement; utilization of the classroom's physical environment for learning; and emphasis on organization, learning process, and social/communication skills. Other principles illustrated include teaching respect and community, using effective instructional strategies, and finding innovative ways to demonstrate student learning. A resource list completes the booklet. (DB)

ED 461 217 EC 306 410

recognize each student's individual contribution to the group task. The fourth pamphlet makes suggestions for teachers concerning the use of mentors for individualized tutoring of gifted students in specific academic or creative areas. Guidelines for developing a mentor/tutorial program and for fostering the tutor/student relationship are offered. (DB)

ED 461 235 EC 308 785

Ahearn, Eileen M.
State Special Education Advisory Panel Budgets. Quick Turn Around (QTA).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 3p.; Produced by Project FORUM at NADSE.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; *Advisory Committees; Budgeting; *Budgets; *Disabilities; Educational Finance; Elementary Secondary Education; *Policy Formation; Resource Allocation; *Special Education; *State Programs; Surveys
IDENTIFIERS- Individuals with Disabilities Education Act Part B; *Related Services

The Individuals with Disabilities Education Act (IDEA) requires that each state education agency (SEA) establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities. This document is a brief summary of survey information received from 48 states and 2 non-state jurisdictions regarding their budgets to support the activities of state special education advisory panels (SEAPs). Of the 50 respondents, a total of 32 states and 1 non-state jurisdiction reported that they do not have a line item budget for their SEAP. In all cases, these states commented that they provide funds to reimburse the expenses incurred by SEAP members for costs they incur related to the SEAP. In most cases, the reimbursement is made from IDEA Part B funds, although 10 states mentioned SEA funds as the source of the payments. Sixteen states and one non-state jurisdiction maintain a budget for their SEAPs. The total amounts ranged from $5,000 to $150,000. Most states use Part B funds for their budgets, although a few states mentioned that they use state funds or a combination of state and federal funds. (CR)

ED 461 236 EC 308 786

Linehan, Patrice
Teacher Quality: Selected Issues of Importance. Quick Turn Around (QTA).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 9p.; Produced by Project FORUM at NADSE.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum; *Disabilities; Diversity (Student); *Educational Change; Educational Innovation; Educational Policy; Elementary Secondary Education; Higher Education; Inclusive Schools; Performance Based Assessment; Preservice Teacher Education; *Regular and Special Education Relationship; *Special Education Teachers; State Programs; *Teacher

Dounce); "Testimony in Oral History and the Disturbing Work of Editing: An Anthropological Pespective" (T. Dounce); "Reality and Ethnoscience" (S. Cuevas); "Ethnosemantics of Kiliwa Kinship" (M. Mixco); "Reading Process in Primary Schoolchildren in Hermosillo" (A. Vidal, R. Angulano); "Rule Transferral" (R. Mejia); "Linguistic Complexities (Endophoric References) in Textbooks" (A. Ugalde); "First Sound Correspondence in Writing" (S. Vernon); and "The Nature of Language and Problems in the Rehabilitation of Deaf Children" (B. Radelli). (KM)

ED 461 256 FL 022 869

Cruz, Gerardo Lopez, Comp.; Zamarron, Jose Luis Moctezuma, Comp.
Estudios de Linguistica y Sociolinguistica (Studies in Linguistics and Sociolinguistics).
PUB DATE- 94
NOTE- 311p.; Prepared by the Department of Letters and Linguistics, Arts and Humanities Division, University of Sonora and the National Institute of History and Anthropology, Hermosillo, Sonora, Mexico.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adults; American Indian Languages; Deafness; Foreign Countries; *Language Research; Language Typology; Phonemes; Pragmatics; Psycholinguistics; Public Policy; *Sociolinguistics; Spanish; Speech Communication; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Uto Aztecan Languages
IDENTIFIERS- Mexico

This book contains the following articles on research in the field of general linguistics and sociolinguistics: "Papago Plurals" (Jane H. Hill, Ofelia Zepeda); "Typological Characteristics of the Yumanas Languages" (Mauricio J. Mixco); "Observations on Accent in Yutoaztec" (Leopoldo Valinas); "Development of Nominal Cases in Seri" (Mary Moser, Estaban Marlett); "Nahuatl Anthroponyms with Nonverbal Nouns" (Kennethy C. Hill); "Contribution of Pragmatics to Linguistic Analysis: Examples from Nahuatl" (Jose Antonio Flores Farfan); "Approaches to the STudy of the Pronominal System in Pima Bajo" (Zarina Estrada Fernandex); "Reduplication of Noun Roots in Yaqui" (Constantino Martinez Fabian); "An Approach to Relative Clause Analysis in Sonoran Spanish" (Rosa Maria Ortiz Ciscomani, Teresita Cabanillas Chavez); "Ocuilteco, an Otopame Language in Transition: A Theoretical Approach to its Study" (Martha Muntzel); "The Two Dialects of Guarijio" (Wick R. Miller); "Cahita Dialectology" (Gerardo Lopez, Jose Luis Moctezuma); "Language Policy in 19th Centure Mexico" (Barbara Cifuentes); "Phonetic Aspects of Sonoran Spanish" (Maria Teresa Alessi Molina, Ana Luisa Torres Diaz); "Analysis of the /s/ Phoneme in the Speech of Adults from Sahuaripa, Sonora" (Delores Brown); "Lexical Polymorphism in two Sonoran Communities" (Andres Acosta Felix); "Oralization of the Deaf: A Psycholinguistic Study" (Amalia Hoyos Arvizu, Amelia Flores Velez); "In the Words of Father Font" (J. Montana Marti). (KM)

ED 461 257 FL 023 473

Benson, Valerie A.
Harold E. Palmer: A Pioneer of English Language Teaching.
PUB DATE- 95
NOTE- 16p.; Contains an abstract in Japanese.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(141)
DESCRIPTORS- Audiovisual Aids; Course Content; Course Descriptions; Curriculum Design; *Environmental Education; Foreign Countries; Middle Schools; *Rainforests; Second Language Instruction; *Second Languages; *Spanish
IDENTIFIERS- Amazon Basin; Chile; Costa Rica; *Latin America

"Los Arboles Hablan," a video-based curriculum that promotes the learning of Spanish as a second language through study of the Latin American rain forests is described. The 12-session unit was designed for use at the middle school level and integrates science, social science, and environmental education with content focusing on the Amazon rain forest, virgin forests of Chile, and Costa Rica's cloud forest. In the videotape, students are introduced to two Hispanic-American teenagers who act as guides throughout the materials as they learn about and become concerned about the rain forests. The students communicate with relatives in Latin America and eventually go on their own expeditions to the rain forests. Classroom activities are designed to complement the videos. An accompanying teacher's guide was also developed. The report describes the video, student, and teacher materials; the day-by-day class activities; the process and results of field testing the materials; student and teacher feedback, and classroom observations. (Includes the Fall 1997 issue of the "Los Arboles Hablan Newsletter" and order form for the video-based curriculum unit.) (MSE)

ED 461 278 FL 024 966

Proveer igualdad de oportunidades educativas para los estudiantes con conocimientos limitados del idioma ingles (Providing Equality of Educational Opportunity for Students with Limited Knowledge of the English Language).
PUB DATE- 95
NOTE- 15p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Civil Rights; Elementary Secondary Education; English (Second Language); *Equal Education; Federal Government; *Federal Legislation; Immigrants; *Limited English Speaking; Program Design; Program Implementation; Public Agencies; *Public Policy; Spanish
IDENTIFIERS- Civil Rights Act 1964 Title VI

This brochure, entirely in Spanish, provides information on federal policy concerning equal educational opportunity for limited-English-proficient (LEP) individuals. It first summarizes the provisions of Title VI of the 1964 Civil Rights Act, and the subsequent major Civil Rights Office directives concerning that legislation. It then outlines issues in the design, provision, and assessment of LEP programs by local authorities. Addresses and telephone numbers of 10 regional offices of the federal Office of Civil Rights are also provided. (MSE)

ED 461 279 FL 024 992

Singer, Steven A.
Revising Strategies of ESL and Native English Speaking Students Writing in a Collaborative Computer Networked Environment: A Multiple Case Study.
PUB DATE- 96
NOTE- 16p.

understanding the reading by engaging in literature response activities while the two interact in both languages. Both students benefit with increased vocabulary, oral communication, listening proficiency, self-esteem, and reading competence. Teachers of both students have many authentic assessment opportunities. Special events focused around Hispanic culture provide an opportunity for reluctant non-English proficient parents to participate in school-based functions. This packet includes a program template, sample lesson plans, Texas Essential Knowledge and Skills connection, sample parent letters, sample special event invitations, and book resources. Appended are slides that summarize the program and were presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) (St. Louis, MO, February 27-March 3, 2001). (SM)

ED 461 299 FL 027 131

Chen, Chi-Fen Emily
Making E-Mail Requests to Professors: Taiwanese vs. American Students.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; College Faculty; Cultural Differences; *Cultural Influences; *Electronic Mail; Graduate Students; Higher Education; Interpersonal Communication; *Language Usage; Native Speakers
IDENTIFIERS- *Requests; *Taiwanese

This study compared how Taiwanese and U.S. graduate students at one U.S. university made e-mail requests to professors. Taiwanese students had received formal English education in Taiwan but none in the United States. All participants provided several e-mails containing requests to their professors. E-mail data were divided into high-imposition and low-imposition requests. The study involved a distribution analysis of the general textual features of openings and closings and a detailed intertextual analysis of the requests. Opening features included formal address terms, salutations, self-introduction, and greetings. Closing features included thanks and complimentary closings. The three request types were requesting an appointment for course-related advice or information with a professor known to the student, requesting a recommendation from a professor the student has taken a course with, and requesting a special consideration or arrangement from a professor the student knows only by name. Taiwanese students used different, culturally influenced discourse strategies than U.S. students when structuring their e-mail requests. Students varied their choice of strategies according to their perception of the power relation with the professor, familiarity with the professor, and the purpose and imposition level of the request. (Contains 42 references.) (SM)

ED 461 300 FL 801 208

Written Expression Test: Spanish G.E.D. Curriculum Guide = Plan de estudios examen de expresion escrita G.E.D. en Espanol.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Community Coll. Services.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; *Computer Assisted Testing; Cooperative Learning; *Educational Assessment; Educational Change; Evaluation; *Evaluation Methods; Foreign Countries; Higher Education; Information Technology; *Instructional Innovation; *Measures (Individuals); Performance Based Assessment; Portfolio Assessment; Self Evaluation (Individuals); Skill Development; Student Evaluation; Team Training; Teamwork
IDENTIFIERS- *Scotland

This inventory, is based on the database derived from Assessment Strategies in Scottish Higher Education (ASSHE) project, a survey of information about changing assessment practices in all 22 Scottish higher educational institutions. Its aims are to spotlight the diversity of assessment strategies and practices, identify core themes and directions, and offer a representative selection of assessment initiatives found in Scottish higher education. Respondents were asked to focus specifically on changes in what was being assessed; in when and where assessment was taking place; and in who was involved in evaluating and assessing students' work. Each of the 124 representative responses follows a common format noting: where the assessment initiative was introduced; the title and a summary of the initiative; the starting date and the impact of the initiative in terms of scale (course or degree program) and its wider adoption; and an estimate of the number of students affected, a current contact address, and a reference number. Responses are grouped into eight sections: "General"; "Assessing Presentation Skills"; "Assessing Group- and Teamwork"; "Assessing Other Skills"; "Using Computing and Information Technology in Assessment"; "Involving Students and Others in Assessment"; "Test and Examinations"; and "Coursework Assessment." (BF)

ED 461 320 HE 030 708

Antitrust Implications of the College Bowl Alliance. Hearing before the Subcommittee on Antitrust, Business Rights, and Competition of the Committee on the Judiciary To Examine Antitrust and Competitive Issues within the College Football Bowl Alliance, Which Consists of the Southeastern Athletic Conference, the Big 12, the Atlantic Coast Conference, and the Big East, as Well as the University of Notre Dame (May 22, 1997). United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 168p.; Serial No. J-105-21.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Athletics; Extramural Athletics; *Federal Regulation; *Football; Government School Relationship; Hearings; Higher Education; Legislation; *Organizations (Groups)
IDENTIFIERS- *Antitrust Laws; Atlantic Coast Conference; Big East; Big Twelve Universities; *College Bowl Alliance; Congress 105th; Fiesta Bowl; Orange Bowl; Southeastern Athletic Conference; Sugar Bowl; University of Notre Dame IN

This hearing report concerns possible antitrust and anticompetitive violations by the College Bowl Alliance consisting of the Southeastern Athletic Conference (SEC), the Big 12, the Atlantic Coast Conference (ACC), and the Big East,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; College Faculty; Distance Education; Diversity (Student); Donors; *Educational Finance; Endowment Funds; Enrollment; *Financial Support; Grants; Higher Education; *Institutional Characteristics; *Partnerships in Education; *School Business Relationship
IDENTIFIERS- *University of Houston Clear Lake TX

This report mirrors the 25th anniversary theme of the University of Houston-Clear Lake (UHCL) and celebrates the educational, community, and business alliances that have inspired positive change and growth. By maintaining vital links to the community, UHCL reaffirms its commitment to a progressively diverse student body by providing greater access and broader opportunities for higher education. Technology has created the global classroom, and UHCL students are able to collaborate with students around the world as easily as they can work in more conventional groups. UHCL teachers are prepared to meet the challenges of new technology for the new century. Research is a major effort of UHCL, and in 1999 the University received public and private sector grants totaling $6,725,944 to support its new and ongoing projects. An emphasis on civic and social responsibility remains integral to the continuing growth and vitality of UHCL and the communities it serves. Some examples are given of projects that integrate community service and educational programs. An honor role of contributors is provided, and some information is given about sources of support and expenditures for the University. (SLD)

ED 461 341 HE 034 621

Hughes, Robin L.
Traditions of Change: Student Expectations for the Other Education.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Extracurricular Activities; Higher Education; *Individual Development; Life Events; Parents; School Role; *Socialization; Student Attitudes; *Student Development
IDENTIFIERS- *Texas A and M University

This study explored change and development as a student attends college, focusing on the "other" education, that received outside the classroom. The 61 students who were interviewed attended Texas A&M University, a university distinguished by strong traditions and a distinct sense of what it means to be an "Aggie." Twenty-eight parents who accompanied their children to freshmen summer orientation exercises were also interviewed. Students were asked what they expected to learn and what they considered that they had learned outside the classroom, as well as how the traditions and legacy of Texas A&M affected their views of themselves and others. Study findings support the view that Texas A&M, as an institution, adopts the role of a deliberate socializing agent that may play a larger role in a student's development than other institutions. Students bring environmental educational programs; to integrate science and work into a meaningful learning experience; to stimulate critical thinking and problem-solving skills; to develop a program that will teach environmental awareness through hands-on experiences; and to develop a program that will produce reliable data. The second speaker, G. Shupe, a ninth grade teacher at Stone Junior High School (Melbourne, FL) presented, "Secondary Science Students Using Information Technology in the Public School System." He stressed the importance of students getting involved with real science, and getting the community involved with education. Premises of the "Environment Issue/Project Approach" include: students learn science conceptually as they experience real-world science; student affinity for science increases with activities that have relevance to their world; and students like to feel as though they are contributors to their community, to adults around them, and to scientific endeavors. (SWC)

ED 461 363 IR 018 756

Blenkinsopp, John
Regional Framework for Self Paced Learning Modules. South Fraser Health Region.
PUB DATE- 97
NOTE- 27p.; Prepared in collaboration with the Regional Educators Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; Foreign Countries; *Individualized Instruction; Learning Activities; *Learning Modules; *Medical Education; *Pacing; Performance Based Assessment; Professional Development
IDENTIFIERS- British Columbia

The purpose of this manual is to provide a guide for developing consistent, effective self-directed learning modules for the Surrey Memorial Hospital staff, physicians, and volunteers in the South Fraser Region. Eleven sections include: (1) "Philosophy for Self Paced Learning"; "What's Exciting?"; "What's the Challenge?"; (2) "Purpose"; (3) "Guiding Principles"; "Quality"; "Learner Centered: Learning Styles, Previous Knowledge and Experience, Targeted at Specific Groups"; "Interdisciplinary and Collaborative"; and "Strategic Development Focus"; (4) "Components of the Self Paced Learning Package or Module"; "Overview: Introduction, Scope of Package or Module, Purpose Statement, Objectives, Pre-Requisite Knowledge or Skill Level"; "Learning Guide"; "Optional Pre-Test"; "Required Learning Activities"; "Recommended Learning Activities"; "Supplemental or In-Depth Learning Activities"; "Evaluation"; and "References"; (5) "Checklist for Developers"; (6) "Development"; (7) "Format"; "Regional Development Resource Personnel"; (8) "Draft Model for Evaluation and Revisions of Self Paced Learning Modules"; and (9) "Regional Development of Self Paced Learning Modules"; (10) "References for Development and Evaluation"; "Books"; "Journals." Manual includes 2 appendices: "Draft Copyright Notice for SPLMs (Self Paced Learning Modules"; and "Guidelines for Reviewers." (Contains 29 references.) (JAK)

ED 461 364 IR 018 901

Protocols; *Standardization; *Z39 50 Protocol

A distributed union catalog is a network of bibliographic systems that cooperate to enable their users to discover sites that hold copies of known items. Some participating systems will be traditional union catalogs, others will be single sites with comprehensive collections, and others will be local or regional resource sharing systems. A principal goal of the distributed union catalog is to allow the user to obtain a useful number of locations for an item with a minimal number of searches. Z39.50 (an information protocol standard) is a vital tool in enabling libraries and their patrons handle resource sharing in libraries and the computing environment. For Z39.50 to be used effectively for resource sharing, implementors, particularly library system vendors, must begin to support agreed-upon mechanisms transferring locations, holdings, and circulation information in a standardized way. Various approaches and issues surrounding the electronic transfer of library holdings information through union catalogs are discussed. Appendices include a definition of an OPAC record; and USMARC for "holdings" field list. (SWC)

ED 461 382 IR 056 397

Lunau, Carrol; Turner, Fay
Issues Related to the Use of Z39.50 To Emulate a Centralized Union Catalogue.
SPONS. AGENCY- Association of Research Libraries, Washington, DC.
PUB DATE- 97
NOTE- 8p.; Prepared for the ARL Access Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Bibliographic Databases; Bibliographic Records; Cataloging; Computer Networks; Foreign Countries; *Information Retrieval; Interlibrary Loans; Libraries; Library Circulation; Library Collections; *Library Cooperation; Library Networks; National Libraries; Online Catalogs; Online Searching; Search Strategies; *Shared Library Resources; *Union Catalogs; Vendors
IDENTIFIERS- Barriers to Implementation; Canada; *Standardization; *Z39 50 Protocol

The virtual Canadian union catalog (vCuc) project is a project among Canadian libraries to use Z39.50 (an information protocol standard) for searching distributed individual library catalogs and union catalogs. This paper summarizes the major technical, vendor, bibliographic data, and administrative issues that must be resolved before the distributed catalog environment will be able to provide the functionality which is available with a centralized union catalog. Solutions and the parties who are responsible for implementing them (librarians, vendors, national libraries and library organizations, library customers, or a combination) are identified. Issues discussed include: retrieval of locations and holdings information; the variety of attributes supported by vendors; inconsistency in vendor and library mapping of use attributes; ability to link from client system to other applications; merging result records of multiple systems; non-standardized use of library symbols; searches for specific serials issues; item level data and need for linkage of circulation and bibliographic records; incomplete cataloging; search terms supported by library; placement of location information and ease of user retrieval; description of Z39.50 features and options available in target system; and charging for the service. Vendors, technical developers, and librarians must continue to work together to

McDermott, Eve L.
Staff Perceptions of a Participatory Strategic Planning Process at One Community College.
PUB DATE- 98
NOTE- 199p.; Doctoral Dissertation, Oregon State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Administration; College Faculty; Community Colleges; Educational Assessment; Governance; Group Dynamics; *Leadership; *School Effectiveness; *Strategic Planning; Surveys; Two Year Colleges
IDENTIFIERS- Oregon Community College System

This study examines the perceptions of faculty, staff, and administrative participants involved in Northwest Community College's (Oregon) strategic planning process. Section 1 profiles the present-day community college, emphasizing changes in students and curriculum, increased competition, technological imperatives, and faculty development. Section 2 presents a literature review that focuses on topics of leadership, institutional effectiveness, learning organizations, assessment, strategic planning, governance, and participation in community colleges, specifically the Oregon Community College System. Section 3 discusses study methodology and design. Section 4 presents findings in four stages of the study, with analyses of focus groups, ethnographics, follow-up surveys, and a research summary. Section 5 contains hypotheses, discussion, and recommendations. The findings of this study suggest that: (1) staff participation in an organization's strategic planning process results in a deeper staff understanding of the organization's mission, a higher staff commitment to the organization's goals, and a demonstration of greater staff energy and vitality; (2) the process of strategic planning implementation will differ among colleges and departments; (3) when managers serve as facilitators, staff will self-organize and leadership will take a variety of forms; and (4) community college staff who encounter strategic planning can be categorized as "Guarded Optimists," "Curmudgeons," "Crusaders," or "Along for the Ride," based on levels of frustration and optimism. Appended are institutional effectiveness guidelines, the strategic planning form, glossary, and a feedback survey. (Contains approximately 100 references.) (AS)

ED 461 403 JC 990 162

Handbook for Evaluators.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); College Role; *Community Colleges; Educational Development; *Educational Policy; *Institutional Evaluation; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Western Association of Schools and Colleges

This handbook presents a comprehensive self-study and evaluation visit format for institutions seeking candidacy, initial accreditation, or reaffirmation of accreditation. It is designed to be used by members of evaluation teams visiting outreach programs, including state contacts for Medicaid and state children's health insurance programs. Part 3 of the guide contains numerous tools, such as sample letters, tips on implementation, and prototype documents to support a district's selected outreach approach. (KB)

ED 461 422 PS 030 122

Ready, Set, Learn: Promoting Health Insurance for Children. A Guide for Schools.
PUB DATE- 00
NOTE- 16p.; For related document on health insurance for children, see PS 030 121.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Child Advocacy; *Child Health; *Children; Enrollment; Family School Relationship; *Health Insurance; *Outreach Programs; Program Descriptions; Program Evaluation
IDENTIFIERS- Childrens Health Insurance Program; Medicaid

Health problems impede the academic performance of 12 percent of students. Schools are in a unique position to help their state's Medicaid and children's health insurance programs connect with parents who lack health insurance for their children. This booklet provides suggestions to help school staff identify, inform, and help to enroll families who need health insurance. The booklet presents information on the following outreach activities for schools: (1) making sure parents have materials on children's health insurance; (2) telling parents that free or low-cost health insurance is available for their children (includes tips for talking with parents); (3) distributing information at parent functions or sending it home; (4) identifying children who may lack insurance and passing along the names, focusing on the use of emergency contact cards; and (5) hosting outreach workers or application assistants from a partner organization. The booklet also describes creative, proactive strategies taken in four school districts to insure children in their schools and delineates suggestions for keeping track of the school's outreach activities. (KB)

ED 461 423 PS 030 123

Zamani, A. Rahman, Ed.; Calder, Judy, Ed.; Cohen, Adena, Ed.
Health and Safety in the Child Care Setting: Prevention of Infectious Disease. Module 1. Second Edition. A Curriculum for the Training of Child Care Providers.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
PUB DATE- 01
NOTE- 167p.; For Module 2, on Prevention of Injuries, Second Edition, see PS 030 124.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregiver Training; *Child Caregivers; *Child Health; Child Safety; *Communicable Diseases; *Day Care; *Disease Control; Early Childhood Education; Leaders Guides; Learning Modules; Prevention

Youth; Personal Narratives; Poetry; Short Stories
IDENTIFIERS- *Writing Contests

These three booklets include the works of student winners of the Richard A. Bove Migrant Student Poets and Writers Festival for the years 1994, 1995, and 1996. Each booklet contains approximately 25 short stories, essays, and poems written by migrant students ages 8-11, 12-15, and 16-19. First, second, and third place winners for each age group were selected by a national group of judges who have expertise in migrant education, language, writing, and evaluation. Although works are mainly fictional, many students wrote about their educational experiences, family lives, personal relationships, experiences as migrants, and aspirations for a better way of life. Some entries are written in Spanish. (LP)

ED 461 441 RC 020 820

Tokata Wico Icagi Kin: For the Future Generations. Oglala Sioux Tribe Johnson O'Malley Program.
PUB DATE- 97
NOTE- 18p.; Color photographs, illustrations, and text may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Elementary Secondary Education; Enrichment Activities; Extracurricular Activities; Federal Legislation; *Federal Programs; *Oglala Sioux (Tribe); *Parent Participation; Public Schools; *Student Financial Aid; Tribally Controlled Education
IDENTIFIERS- *Johnson O Malley Act; Nebraska; Parent Committees; South Dakota; *Student Support Services

The purpose of the Johnson O'Malley Act (JOM) is to provide financial assistance to meet the unique and specialized needs of Indian children attending public schools. This booklet briefly describes the history of the act, how it works (funding and requirements), the involvement of the local Indian Education Committee, the Education Plan, eligibility, and the contractual position of the Oglala Sioux Tribe. Services provided for eligible students and parental cost items are addressed. Seven Local Indian Education Boards are listed that administer JOM programs in South Dakota and Nebraska (Rapid City, South Dakota; Bennett County, South Dakota; Chadron, Nebraska; Pine Ridge, South Dakota; Hot Springs, South Dakota; Gordon District, Nebraska; Rushville, Nebraska). Listings vary, but may include board objectives and goals, member names, staff, services provided, and activities and accomplishments. Five other programs are listed with local contact persons and mailing addresses. (SAS)

ED 461 442 RC 021 138

Khattri, Nidhi; Riley, Kevin W.; Kane, Michael B.
Students at Risk in Poor, Rural Areas: A Review of the Research.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (OERI/ED), Washington, DC.
PUB DATE- 97
NOTE- 44p.; In response to the Rural Education Issues Meeting sponsored by the National Institute on the Education of At-Risk Students (November 18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

DESCRIPTORS- Case Studies; *Education Work Relationship; Educational Attitudes; Foreign Countries; Geographic Isolation; High Risk Students; High Schools; Job Training; Lifelong Learning; *Nontraditional Students; *Outcomes of Education; Role of Education; *Rural Education; Rural Schools; *School Community Relationship; Student Attitudes; *Vocational Education
IDENTIFIERS- *Australia (Tasmania)

A study of three rural high schools in northern Tasmania (Australia) examined why vocational education and training (VET) programs had been established and what made them work. Three principals, four VET coordinators, and nine students were interviewed and two student focus groups were conducted. Results indicate that VET programs were established to improve retention rates of students after year 10. Until recently, most rural high schools in Tasmania did not offer years 11 and 12. Students had to move to larger regional centers to complete their schooling. Up to 50 percent of students returned to their home town in two of the study sites before completing year 11 due to difficulties related to relocation to new schools in large towns. There was also a need to provide education for local adults. Adults participating in local VET programs fell into two groups--young adults seeking further training to be eligible for the Common Youth Allowance, and mature adults seeking to upgrade skills or enter the workforce. Program outcomes included improvements in numeracy, literacy, and social skills; improved retention rates; updated work skills; improved attitudes towards education; new opportunities for staff due to the broader academic offerings; and an increased engagement with the community due to the new role of schools as providers of lifelong learning. Factors contributing to the success of VET programs included the vision of school leaders and their success in forming partnerships with local employers and students. (Contains 25 references.) (TD)

ED 461 459 RC 023 288

Johns, S.; Kilpatrick, S.; Mulford, B.; Falk, I.
Taking the Lead: The Role of Rural Schools in Community Development.
SPONS. AGENCY- Rural Industries Research and Development Corporation, Barton (Australia).
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Hobart, Australia, September 9-12, 2000). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; Community Cooperation; *Community Development; Community Involvement; Community Leaders; Foreign Countries; Participative Decision Making; *Rural Schools; *School Community Relationship; *School Role; *Social Capital; Social Networks
IDENTIFIERS- Australia

A study examining school contributions to community development collected data from five rural Australian communities via interviews with school and community members, documentation from school and community sources, and observation. Preliminary findings from two communities suggest that in both, the school was a key player in building and maintaining relationships. In one community, the school was the only central meeting place for community members. Activities organized by, or in conjunction with, the school promoted social cohesion and

Science Achievement; Sciences; Student Evaluation; Student Journals; Student Surveys
IDENTIFIERS- Eisenhower National Clearinghouse

This issue of ENC Focus serves as a guide to 29 instructional materials that utilize some form of alternative assessment. These materials focus on mathematics, science, and integrated topics. The products included utilize one or more of the following means of student assessment: (1) portfolios; (2) journals; (3) interviews; (4) surveys; (5) performance; and (6) rubrics. The introduction contains a description and several general examples of the types of assessment used in the materials. The record for each of the products includes publisher contact information, subjects covered, grade level, a description in abstract form of the product, description of assessment procedures, author, and the Eisenhower National Clearinghouse (ENC) reference number. The products featured include: "Activities and Assessment in Mathematics"; "Algebra"; "Amazing Me: Understanding How the Body Works"; "Chances Are...."; "Change Over Time"; "Chemicals in Food: Additives"; "Dash: Grade 2"; "Habitats"; "The Hole in the Sky"; "Ice Cream Making and Cake Baking"; "If Shipwrecks Could Talk"; "Microworlds"; and "Windows on Math, Volume 2." (DDR)

ED 461 477 SE 059 684

Sullivan, Rick; Green, David
Pablo Python Looks at Animals. Multimedia Educational Kit .
SPONS. AGENCY- New York State Council on the Arts, New York.; Geraldine R. Dodge Foundation, Morristown, NJ.; Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 94
NOTE- 500p.; Developed by the Education Department of the Bronx Zoo/Wildlife Conservation Park and the New York Zoological Society. Published by the Education Department of the Wildlife Conservation Society. Funding also provided by the Liz Claiborne Foundation, Samuel and May Rudin Foundation, Inc., and the Louis Calder Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Animals; Biology; Conservation (Environment); Creative Expression; *Critical Thinking; Dance; Ecology; Educational Resources; *Environmental Education; Integrated Activities; Learning Activities; Mathematics Instruction; Music Activities; Primary Education; Problem Solving; *Speech Communication; *Written Language
IDENTIFIERS- New York

Teachers and students can view the world of animals together through an exploration of how-and-why questions about animals in this curriculum unit. The problem-solving and critical thinking skills of students are improved through interactive activities involving oral and written communication, mathematics, creative arts, music, dance, and creative movement. This program is organized around the concepts of animal sizes and shapes, animal textures and patterns, animal colors, animal sounds, styles of animal locomotion and feeding, and animal survival needs. The material also provides a foundation for a more advanced understanding of ecology, biology, and conservation. The program components contained in this kit include: 6 student books, 48 student activity sheets, videotape, audiotape cassettes, 6 classroom posters, family

L'approche des algorithmes dans la nouvelle collection de moyens d'enseignement de mathematiques. Actes du Seminaire organise les 30 et 31 janvier 1997 a Chaumont (Neuchatel) sous l'egide de COROME (The Place of Alogorithms in the New Collection of Methods of Teaching Mathematics. Proceedings of COROME Seminar Chaumont, France/Neuchatel, Switzerland, January 30-31, 1997).
PUB DATE- 97
NOTE- 101p.; Edited with the assistance of Francois Jaquet. Contains abstracts in French, German, Italian, and English. Sponsored by Commission romande des moyens d'enseignement (COROME) (French Commission of the Methods of Teaching).
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Algorithms; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; *Teaching Methods; Teaching Models

The purpose of this conference sponsored by the French Commission of the Methods of Teaching was to give deep reflection as to the place of algorithms in the teaching curriculum and learning of mathematics. Devoted to the concept of new teaching methods at levels 1-4 of compulsory school education, the debates of this seminar were an occasion for many exchanges among researchers, teachers, authors, and other people involved in the development of mathematics teaching methods. The participants' papers focus on how to use algorithms of calculation for the teaching methods of French-speaking Switzerland. A list of participants is appended. (NB)

ED 461 498 SE 061 209

Valdivia, Adolfo Obaya
Mathematical Model of the Habituation Process as a Learning Basic Phenomena in PC-12 Cells.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Habituation; *Integrated Activities; *Mathematical Models; Mathematics Instruction; Science Education; Teaching Methods

Learning processes have been investigated for regularities of the changes in the strength of a reflex that result from manipulations of several parameters of a stimulus. Most of this work has been carried out in the tradition of associative theory. One consequence of this emphasis was that for a long time several phenomena that can be characterized properly as learning were ignored. This group includes habituation, sensitization, pattern recognition and acquisition of motor skills. However, now it is common to find references in the literature to behavioral changes that are not the result of some associative process. Among the nonassociative phenomena, habituation has received the most attention in the contemporaneous study of learning. Habituation is defined as a decrement in the response that results from its repeated elicitation. If we include as learning all those behavioral changes that are a product of experience, habituation would be one of the most elementary forms of learning. Additionally, habituation is observed in a large variety of species and organisms like PC-12 cells. Since they are a model of the neuronal system, the explanation of the behavioral changes that take place during habituation can become one of the building

Decision Making; *Planning; Voluntary Agencies; *Volunteer
Training; Volunteers; Workshops
IDENTIFIERS- *Open Space Technology; *Peace Corps

This volume documents and reflects on the use of Open Space Technology by Peace Corps staff in the United States and in the field. An introduction reviews basic principles and processes of Open Space, which is a meeting and conference process congruent with Peace Corps philosophy, to clarify ways trainers have interpreted, adapted, and used it in conferences and workshops. An abbreviated article examines the fit between the Peace Corps and Open Space. The 15 tales are divided into 3 sections. "Classic Open Space: One to Three Days" consists of the following: "Abidjan and Beyond: Health and Water and Sanitation Workshop"; "Magic in Madang: Asia-Pacific Administrative Officers and Cashiers Conference"; "This is the New Way! Mali Project Review"; "Facilitating a Project Review Using Open Space in Guyana"; "Pura Vida: Costa Rica Urban Youth Workshop"; "Putting Responsibility in its Place: Education and Environment Sector Workshops in Poland and Kyrgyz Republic"; "Opening Space for Volunteer Support: Office of Special Services Benin/Togo, Central African Republic, Western Samoa"; "A Staff Retreat in Open Space in Ecuador"; and "Opening Intermittent Spaces." "Opening Small Spaces: Less Than One Day" contains the following: "Opening Space at Language Coordinators Annual Conferences"; "A Sign of Respect: Opening Space in PSTs and ISTs"; "Open Space at Overseas Staff Training"; and "Opening the Space in Meetings." "Opening Large Spaces: Four Days or More" has two sections: "The Gift of Open Space: Africa Regional Training Managers Conferences" and "Opening Space for Community Entry and Participation in Pre-Service Training in Tonga." Each tale includes descriptions of the event, highlights of features, and a list of advice and lessons learned by facilitators, planners, and participants. Appendixes provides a summary of issues to consider in using Open Space and a sampler of Peace Corps Open Space events. (YLB)

ED 461 018   CE 076 379

Stoudt, Ashley
Development of Criteria for Student Data Reporting. 353 Special
Demonstration Project Final Report, 1996-97.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
Bureau of Adult Basic and Literacy Education.; Department of
Education, Washington, DC.
PUB DATE- 97
NOTE- 29p.; Project number 98-7002.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult
Literacy; Comparative Analysis; *Data Collection; Federal
Programs; *Information Dissemination; Information Policy;
*Literacy Education; Recordkeeping; State Programs; *Statewide
Planning; *Student Records
IDENTIFIERS- *Pennsylvania; 353 Project

A project was conducted to establish criteria by which adult basic and literacy education (ABLE) student enrollment, completion, early separation, and educational level/category attainment are reported throughout Pennsylvania. First, staff at 10 Project Educational Quality for Adult Literacy (EQuAL) sites were interviewed to identify recurring issues and patterns in the reporting of student data. Next, federal and state data-reporting requirements were compared and reconciled managers of instruction; communities as learning labs; continuous assessment); (5) planning and setting course goals; (6) projects and instructional strategies; and (7) assessment. The following items are appended: course syllabus guidelines; a sample course syllabus; national skill standards; and project outlines. (MN)

ED 461 036 CE 082 793

Stevens, David W.
21st Century Accountability: Perkins III and WIA. Information Paper 1002.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 72p.; Developed by the Information synthesis Project of the National Dissemination Center.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; *Accountability; Data Collection; Definitions; Delivery Systems; Educational Administration; Educational Legislation; Educational Policy; Educational Quality; Evaluation Criteria; Evaluation Methods; Federal Legislation; Federal State Relationship; Futures (of Society); *Government School Relationship; Models; National Standards; Partnerships in Education; *Performance Based Assessment; Performance Factors; Postsecondary Education; *Program Evaluation; Public Policy; Secondary Education; State Action; Systems Approach; Total Quality Management; Trend Analysis; *Vocational Education
IDENTIFIERS- Career and Technical Education; *Carl D Perkins Vocational Technical Educ Act 1998; International Organization for Standardization; Malcolm Baldrige National Quality Award; *Workforce Investment Act 1998

The passage of the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (Perkins III) and the Workforce Investment Act of 1998 (WIA) marked a new era in the performance accountability partnership among the states, the U.S. Department of Education, and the U.S. Department of Labor (DOL). Evaluation of vocational education programs' performance is now characterized by quality management principles promoted by the Baldrige National Quality Program and the International Organization for Standardization. The following are among the key elements of the accountability process mandated by Perkins III and WIA: (1) identification of the customers and purposes for performance data; (2) the Office of Vocational and Adult Education's Data Quality Initiative; (3) principles of outcome-based performance review; and (4) application of quality management principles to the Data Quality Initiative. A review of recent federal- and state-level evaluation initiatives reveals that outcome-based performance measurement systems consist of the following core components: (1) a clear goal statement; (2) valid and reliable measurement; (3) standards adjusted for "relevant" differences in circumstances; and (4) performance-based consequences. Before undertaking the design of a high-quality performance measurement system, stakeholders must agree that relevant program activities and reliable performance measures can be linked in a practical way. (Contains 43 references.) (MN)

ED 461 037 CE 082 801

Preparing the Workforce for the 21st Century: The Nurse

Instruction; Community Services; *Consumer Education; Consumer Science; Dietetics; Early Childhood Education; Educational Change; Educational Policy; Educational Research; Evaluation Methods; *Family Life Education; Food Processing Occupations; Food Service; Furniture; Furniture Arrangement; Futures (of Society); Health Promotion; *Home Economics Education; Hospitality Occupations; Housing; Individual Development; Interior Design; Interpersonal Relationship; Leadership; Models; *National Standards; Nutrition; Occupational Home Economics; Parenting Skills; *Policy Formation; Public Policy; Recreation; Research Needs; Secondary Education; *Standard Se
Family and Consumer Sciences
IDENTIFIERS- Family and Consumer Sciences

This book contains 27 papers on the development of national standards for family and consumer sciences (FACS) education. The following papers are included: "Leadership for Change: Developing the National Standards" (Peggy Wild); "National Standards Model" (Wanda S. Fox); "Reasoning for Action" (Wanda S. Fox, Janet F. Laster); "Career, Community, and Family Connections" (Wendy L. Way); "Consumer and Family Resources" (Pat F. Zito, Roberta G. Brown); "Consumer Services" (Joan Quilling); "Early Childhood, Education, and Services" (Carolyn T. Drugge); "Facilities Management and Maintenance" (Paul A. Johnson); "Family" (M. Marty Rossmann); "Family and Community Services" (Marilyn Swierk, Christine B. Sweklo); "Food Production and Services" (Patricia Bohlender); "Food Science, Dietetics, and Nutrition" (Robert W. Cullen, Connie J. Ley, Susan P. Burge); "Hospitality, Tourism, and Recreation" (Deborah Breiter); "Housing, Interiors, and Furnishings" (Kim C. Datwyler, Joan R. McFadden, Troy Christensen); "Human Development" (Caryl Wogensen); "Interpersonal Relationships" (Cheryl L. Lee); "Nutrition and Wellness" (Sally J. Yahnke, Janice R. Wissman); "Parenting" (Ruth Thomas); "Textiles and Apparel" (Susan C. Reynolds, Diane L. Watson-Maille); "Family, Career, and Community Leaders of America" (Julie G. Bell); "Implementing Process in FACS Classrooms" (Anne W. Ashby, Madonna A. Conkin, Emily J. O'Connor); "Strategies for State Leadership" (Cynthia Arendt, Heather Boggs, Sharron Glasscock); "Using Scenario Assessments" (Marilyn H. Kucera, Bonnie G. Perkins); "Implications for Evaluation" (Roberta A. White, C. Michael Loyd); "Impetus for a Research Agenda" (Norma Bobbitt, June Youatt); "Influencing Public Policy" (Judith A. Hetherly); and "Charting Our Future Using National Standards: From Symbols to Action" (Ann Vail). Many papers include substantial bibliographies. (MN)

ED 461 054 CE 082 835

Carter, Isabel
Locally Generated Printed Materials in Agriculture: Experience from Uganda and Ghana. Education Research Paper. Report.
PUB DATE- 99
NOTE- 128p.; Support provided by Tearfund. Color photographs in text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adult Education; *Agricultural Education; Case Studies; Change Strategies; Community Development; *Community Education; Developing Nations; Empowerment; Extension Education; *Farmers; Foreign Countries; Information Dissemination; *Information Needs; Instructional Materials; Language of Instruction; Literacy Education; Literature Reviews; Material Development; Needs

PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Art Therapy; *Asian Americans; Buddhism; *Cambodians; Coping; Counseling; Cross Cultural Studies; Cultural Pluralism; Foreign Countries; Helping Relationship; Indigenous Personnel; Indigenous Populations; Mental Health; *Mental Health Programs; *Mental Health Workers; Posttraumatic Stress Disorder; Resilience (Personality); Social Support Groups; *Stress Management; Western Civilization
IDENTIFIERS- Cambodia; *Cambodian Culture; Massachusetts (Lowell); *Traumas

This qualitative research assesses mental health resources from the perspective of providers in Cambodia and in Lowell, Massachusetts. The research documents culturally relevant coping strategies available to Cambodians for combating the effects of trauma and stress. Interviews were conducted with 11 caregivers in Cambodia and with 6 providers in Lowell. Participants identified the breakdown of traditional helping systems, poverty, depression, and Post Traumatic Stress Disorder (PTSD) as major results of past traumas experienced by Cambodians after the Khmer Rouge. In helping people cope with these traumas, participants found that using a combination of Western and traditional healing pathways was helpful. Commonly identified coping resources included one-to-one counseling; faith healing through Buddhism; the use of Western medication; individual and community education; support groups; and inner focus through artistic and cultural expressions. Participants in Lowell and Cambodia pointed to the need for community education and the integration of terms of taxonomies that are familiar to Cambodians in order for them to understand the trauma and begin the recovery process. In Cambodia, the integration of Western forms of healing practices with that of Cambodian traditional practices has proven to be successful and points to a possible approach for Lowell. (Contains 6 tables and 35 references.) (Author/JDM)

ED 461 074 CG 031 506

Bachman, Jerald G.; Kahn, Robert L.; Mednick, Martha T.; Davidson, Terrence N.; Johnston, Lloyd D.
Youth in Transition, Volume I: Blueprint for a Longitudinal Study of Adolescent Boys.
SPONS. AGENCY- Office of Education (DHEW), Washington, DC.
PUB DATE- 69
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Attitude Measures; Behavioral Science Research; *Developmental Stages; Environmental Influences; *Longitudinal Studies; *Males; National Surveys; Peer Relationship; Research Design; *Secondary School Students; *Social Influences
IDENTIFIERS- *Monitoring the Future

This publication is the first volume of a series describing the Monitoring the Future longitudinal study. This volume is structured to describe, in a logical sequence, the large and complex research plan. Chapter 1 provides a brief introduction to the design and purposes of the study and notes its relationship to other nationwide studies of youth. Chapter 2 presents a conceptual framework that views the major criterion areas of growth and change as determined by person characteristics, characteristics of one or more environments, and the interactions between person and environment. Chapter 3 spells out the design and rationale for the samples included in that the data support expanding teacher training to include learning how to accelerate the literacy development of at-risk first graders in the context of a small group. (Contains 18 references, 2 tables, and a figure.) (NKA)

ED 461 096   CS 014 592

Jonson, Kathleen F.; Reinken, Barbara J.
Literacy Down Under: Voices from New Zealand and Australia.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the California State Reading Association (35th, Ontario, CA, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Comparative Education; Educational Change; Elementary Secondary Education; Foreign Countries; *Literacy; *Reading Programs; *Reading Strategies
IDENTIFIERS- *Australia; *New Zealand

This paper describes a recent study of the literacy practices in New Zealand and Australia. Through the voices of students, teachers, administrators, parents, state agency persons, and university faculty, the literacy programs "down under" are heard and seen. The paper also discusses programs for special needs children and briefly presents reforms currently underway. The typical classroom culture in New Zealand (where all children are mainstreamed) stresses continual development of a child's abilities, rather than accommodating fixed abilities. In Australia, the Labor Party currently in power has made education a top priority and funding is exceptional--educators, however, express concern that in the next election this funding will cease. (NKA)

ED 461 097   CS 014 596

Saulawa, Danjuma R.; Johnson, Joyce C.
A Preliminary Investigation of Teachers' Perspective on Parental Involvement in Children's Literacy Development in the Black Belt Region.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (Little Rock, AR, November 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Literacy; *Parent Participation; *Parents; Parents as Teachers; Rural Education; *Teacher Attitudes
IDENTIFIERS- Alabama

This study was designed to investigate the extent to which teachers in the Black Belt Region of a southeastern state feel that parents should be involved in curricular decisions, the ways in which they involve parents in the literacy development of their children, and the three most important ways they felt that parents could be involved in order to support the literacy development of their children. An additional purpose of the study was to find out if there was a difference between primary, upper elementary, middle school, and high school for decision making, provides an overview of the curriculum decision-making process, and contains detailed information on a variety of language arts curricula and curriculum resources. In the handbook, a set of critical questions for curriculum decision making are posed that corresponds to a framework focused on three priorities: academic rigor, equity, and developmental appropriateness. Vignettes in the handbook, drawn from interviews with practitioners, suggest not only what exemplary curricula look like in action, but also the kinds of professional development that help teachers implement them. Also included are profiles of quality curricula that illustrate the qualities identified in the framework, as well annotations of 40 additional curricula and professional development resources available in print and online. (NKA)

ED 461 117 CS 217 777

Paley, Karen Surman
"African Americans Have This Slang": Grammar, Dialect, and Racism.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; *Black Students; *Language Usage; *Practicums; *Racial Bias; *Student Teaching; Teacher Education; Writing Workshops
IDENTIFIERS- African Americans; Boston College MA; California (Oakland)

The "Ebonics Resolution" was passed by the Oakland, California, school board in 1996. The proposal called for "imparting instruction to African-American students for the combined purposes of maintaining legitimacy and richness of such language...and to facilitate their acquisition and mastery of English language skills." The proposal was not widely accepted and subject to much ridicule nationally. This paper tells the story of a black student at Boston College who had to repeat her student teaching practicum because of her use of Black English. The paper discusses the case of "Tanya," the only black student in an upper division class, who, because of the close working relationship she developed with her white teacher, was able to write and workshop an essay about her student teaching practicum in a wealthy white suburb where criticism of her language usage was metonymic for racism. It highlights the advantages of a conference-based writing course with a compassionate teacher. It also addresses the author/educator's own covert bias against Black English, which emerged during the transcription work, as well as problems with teaching grammar in the process-writing classroom. (NKA)

ED 461 118 CS 217 782

Fulton, Lori L.
Protest Literature of the Dead Bald White Guys Meets Protest Music of All Colors: Using Music To Connect Students to American Revolutionary Literature.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Techniques; *Critical Viewing; *Films; High Risk Students; High Stakes Tests; Instructional Innovation; *Language Arts; Middle Schools; *Visual Literacy
IDENTIFIERS- *Florida Comprehensive Assessment Test; Sunshine State Standards FL; University of South Florida

As a co-author of the GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant proposal to the Department of Education in 1999, the primary author (Kohl) of this paper is in her third year of working at Franklin Middle School, which largely serves at-risk minority students through the University of South Florida (USF), which is the grant recipient. The paper first describes Franklin Middle School and its educational community and gives the purposes of the visual literacy component in the language arts curriculum in a school with students whose literacy skills are not first-rate. It lists the books and articles used to provide a rationale for the visual literacy component, stating that the potential for utilizing films to unite thematic houses can be seen, as can the utilization of films as literature. The second author (Dressler) discusses student and teacher responses to the visual literacy component in the language arts curriculum. The third author (Hoback) describes his students' use of film. They first read S. E. Hinton's "The Outsiders," then watched Francis Ford Coppola's "The Outsiders" and worked on an assignment which examined the film's deviations from the book's text. The paper's primary author concludes that overall the visual literacy insertion was a successful introduction to both film rhetoric and media devices while simultaneously meeting the Sunshine State Standards and preparing students for high-stakes testing. (Contains 10 references.) (NKA)

ED 461 139 CS 510 738

Lu, Xin-An
An Investigation of Mixed Student Reactions to CMC for Instructional Purposes.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Higher Education; Instructional Effectiveness; *Student Attitudes; *Student Reaction

Research indicates that computer-mediated communication (CMC) is a great motivator of learning for the student (e.g., Gatlin-Watts, Arn, & Kordsmeier, 1998). However, the author's experience communicating with students through the Web indicates very divided student reactions to this manner of communication. In view of a relative lack of literature in the area, this research investigates undergraduate students' reactions to the Blackboard-facilitated CMC, their understanding of the potentials, problems, and improvement of this CMC, and possible factors that contribute to the mixed student reactions to the CMC. The population for this study was

DeRoche, Edward F.; Williams, Mary M.
Character Education: A Guide for School Administrators.
PUB DATE- 01
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Elementary Secondary Education
IDENTIFIERS- *Character Education

School leaders are provided with a map for implementing character education. Using the travel metaphor, the book divides the reader's journey through reform into tour stops. Each stop contains a list of helpful sources, including Internet sites. Tour Stop 1 reviews a comprehensive framework formed after studying successful character education programs. Tour Stop 2 helps the administrator plan, with the input of all stakeholders, on the core values underpinning the program. Tour Stop 3 offers important ideas about the responsibilities, the leadership, and the vision of the program's leader as well as the program's mission, goals, and expectations. Tour Stop 4 addresses the kind of school climate that supports the program. Tour Stop 5 reflects on the strategies and instructional methods used in teaching the core values to foster character development of students. Tour Stop 6 presents the training of school personnel about the need for a character program and the preparation needed to realize the program. Tour Stop 7 describes the central elements of a character program, including schoolwide activities, curricular and co-curricular concerns, and specific character education programs. Tour Stop 8 is about forming relationships that will support the program. Tour Stop 9 offers guidelines and examples for evaluating a school's character education initiatives. (Contains 155 references.) (RKJ)

ED 461 160 EA 031 369

Clarke, Rory; Durand, Martine; Pilat, Dirk; Torres, Raymond
The New Economy: Beyond the Hype. The OECD Growth Project. Economics.
PUB DATE- 01
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Change; *Economic Impact; *Economic Progress; Economic Research; *Information Technology; Productivity; Technology Transfer
IDENTIFIERS- Organisation for Economic Cooperation Development

Shifts that have taken place in growth patterns of the economies of Organisation of Economic Co-Operation and Development countries in recent years are examined. The key factor to examine is productivity, since its increase allows the achievement of faster rates of noninflationary economic expansion. By the end of the 1990s, evidence of productivity growth driven by information and communication technology (ICT) emerged. A surge in hardware and software investment, new networks between suppliers, and expanded consumer choice played their part. ICT appears to facilitate productivity only when accompanied by increased skills and changes in the way work is context and the stakeholders who work within it, that they build common ground and shared goals, and that they work collaboratively toward the realization of those goals. (Contains 56 references.) (RT)

ED 461 179 EA 031 501

Jackson, Barbara L.
Exceptional and Innovative Programs in Educational Leadership.
SPONS. AGENCY- National Policy Board for Educational Administration, Fairfax, VA.; Johnson Foundation, Inc., Racine, WI.
PUB DATE- 01
NOTE- 22p.; Paper commissioned for the Meeting of the National Commission for the Advancement of Educational Leadership Preparation (1st, Racine, WI, September 19-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational Improvement; Elementary Secondary Education; *Innovation; *Leadership Training; Program Development; Program Effectiveness
IDENTIFIERS- *Reform Efforts

The history of graduate programs in educational leadership is relatively brief compared to other professional fields and the arts and sciences disciplines. This paper lists criticisms expressed by the National Commission on Excellence in Education Administration (NCEEA) bearing on program deficiencies, such as lack of a definition of good educational leadership and lack of collaboration between school districts and universities. It also lists NCEEA recommendations to all stakeholders involved in education, including having professors collaborate with administrators on reform in curricula for administrator preparation, and having universities fund and staff administrator preparation programs at a level that makes excellence possible. Review topics include patterns and themes of new or revised programs, the knowledge base needed for programs, accreditation standards, and the need for internship and clinical experiences. A series of programs are described--some supported by the Danforth Foundation and others that confer degrees. It would seem that change is taking place in school leadership preparation programs, but some commentators urge caution in assessing the change. Recent changes may be characterized more as incremental rather than dramatic and comprehensive. Points for continued discussion include program knowledge base, clinical experiences (internships), degrees conferred, instructional strategies, students, and faculty. (Contains 34 references.) (RT)

ED 461 180 EA 031 502

Transforming Low-Performing Schools and Districts into High-Performing Learning Communities: A Research Design To Construct Procedural Knowledge for Practitioners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

"A Solution-Focused Approach to Child Abuse" (John Leverington), which presents strategies for implementing this intervention approach; and "The Pervasiveness of Maladaptive Attributions in Mothers At-Risk for Child Abuse" (Lisa P. Reiss Miller and Sandra T. Azar), which describes a study that found high-risk mothers ascribed more responsibility to other people for their negative behavior when compared to low-risk mothers. (Each article includes references.) (CR)

ED 461 198   EC 305 783

Stainback, Susan, Ed.; Stainback, William, Ed.
Inclusion: A Guide for Educators.
PUB DATE- 96
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Classroom Communication; *Curriculum Development; *Disabilities; Elementary Secondary Education; Friendship; Helping Relationship; *Inclusive Schools; Instructional Effectiveness; Parent Participation; Parent School Relationship; Peer Relationship; Program Administration; *Regular and Special Education Relationship; Self Concept; Social Integration; *Teacher Collaboration

This book discusses the inclusion of students with disabilities in general education classrooms and describes strategies that enhance the social success and educational achievement for all students. Section 1 provides an introduction to inclusion and contains the following chapters: "Rationale for Inclusive Schooling" (Anastasios Karagiannis and others); "Historical Overview of Inclusion" (Anastasios Karagiannis); and "Inclusion as a Force for School Renewal" (John O'Brien and Connie Lyle O'Brien). Section 2 discusses basic strategies and includes: "Ten Crucial Elements for Creating Inclusive and Effective School Communities" (C. Beth Schaffner and Barbara E. Buswell); "MAPS, Circles of Friends, and PATH: Powerful Tools To Help Build Caring Communities" (Marsha Forest and others); "Practical Strategies for Communicating with All Students" (Maureen Smith and Diane Lea Ryndak); "Administrative Strategies for Achieving Inclusive Schooling" (Daniel D. Sage); and "What Do I Do Monday Morning?" (Mary A. Falvey and others). Section 3 focuses on collaboration and contains: "Friendships as an Educational Goal: What We Have Learned and Where We Are Headed" (Jeffrey L. Strully and Cindy Strully); "Facilitating Friendships" (Kathryn D. Bishop and others); "Student Collaboration: An Essential for Curriculum Delivery in the 21st Century" (Richard A. Villa and Jacqueline S. Thousand); and "Collaboration, Support Networking, and Community Building" (William Stainback and Susan Stainback). Section 4 discusses curriculum considerations and includes: "Curriculum in Inclusive Classrooms: The Background" (Susan Stainback and William Stainback); "Learning in Inclusive Classrooms: What About the Curriculum?" (William Stainback and others); "Designing Inclusive Curricula Right from the Start: Practical Strategies and Examples for the High School Classroom" (Cheryl M. Jorgensen); "Choosing Options and Accommodations for Children (COACH): Curriculum Planning for Students with Disabilities in General Education" (Michael F. Giangreco); "Celebrating Diversity, Creating Community: Curriculum That

Exceptional Child I: Building Understanding and Exceptional
Child II: Focusing on Nurturing & Learning. The Developing
Child. Videotapes .
PUB DATE- 98
NOTE- Op.; Developed in association with Milan Herzoq Associates,
Max Pictures, Inc., and General Learning Video.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Non-print Media (100)
DESCRIPTORS- Adolescents; Child Development; Children; *Cognitive
Development; Cultural Differences; *Developmental Stages;
*Disabilities; *Disability Identification; Educational
Strategies; Environmental Influences; Family Influence;
Heredity; Infants; Language Acquisition; *Moral Development;
Nutrition; Play; *Social Development; Toddlers; Videotape
Recordings

These two videotape recordings and accompanying workbook provide information on the developmental stages of childhood, influences on child development, and identifying children with disabilities. The videos, "Exceptional Child 1: Building Understanding," (27 minutes) and "Exceptional Child 2: Focusing on Nurturing & Learning," (28 minutes) address the following topics: (1) the history of child development; (2) theories of development; (3) observation; (4) heredity and the environment; (5) prenatal development; (6) pregnancy and birth; (7) the newborn; (8) the landmarks of development in infancy; (9) beginnings in cognition and language; (10) early relationships; (11) developing a sense of self; (12) early child care and education; (13) the structure and function of the family; (14) nutrition; (15) defining and identifying children with disabilities; (16) programs available for children with disabilities; (17) physical and cognitive development of toddlers; (18) emotional development of toddlers; (19) physical and cognitive development of preschoolers; (20) social and emotional development of preschoolers; (21) play; (22) language development; (23) sex role development; (24) moral development; (25) middle childhood physical growth and development; (26) middle childhood cognitive and language development; (27) middle childhood social and emotional development; (28) adolescent development; and (29) current issues in adolescence. The workbook provides questions to consider, key vocabulary, instructional objectives, and self-tests. (CR)

ED 461 218 EC 306 419

Edge, Denzil; Davis, Diane Talley
Inclusion of Parents and Families of Children with Disabilities
in the Educational Process: Issues, Concerns, and Paradigm
Shifts.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,
DC.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Influences; *Disabilities; Elementary
Secondary Education; *Family Involvement; *Family Problems;
*Family School Relationship; Federal Legislation; Parent
Participation; *Parent School Relationship

Certification; *Teacher Education Programs; Teacher Qualifications; Teacher Recruitment

This document examines policy issues related to preparing educators to work with diverse learners, including students with disabilities. It begins by discussing the growing emphasis on accountability for all students and general education and special education as a unified system. Strategies that states are using for teacher recruitment and preparation are explored, as well as approaches used by schools of education. Key areas for teacher education reform are then identified and include: (1) the need to ensure student teachers have appropriate clinical experiences with a range of students; (2) the need to ensure that all teacher candidates, including those from traditionally underrepresented groups, have the skills needed to pass teacher licensure tests, and for a broad consensus among various education specializations to support a balanced and complete curriculum for teacher education; (3) the need to ensure that performance assessments measure the extent to which teacher candidates demonstrate their ability to work with diverse students; (4) the need to consider diversity and preparation in using a variety of instructional strategies when planning and implementing performance pay incentives; and (5) new policy approaches to alternative licensing to ensure that teachers are prepared to serve children with disabilities in the regular classroom. (CR)

ED 461 237 EC 308 787

Hanft, Barbara
State Technical Assistance Initiatives for IDEA Part B Programs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 37p.; Prepared for Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Educational Cooperation; Elementary Secondary Education; *Information Dissemination; Professional Development; Research Utilization; *State Programs; *State School District Relationship; *Technical Assistance; *Theory Practice Relationship

This report discusses a study that examined state technical assistance (TA) infrastructures that support research-based practices for improved outcomes for students with disabilities served under Part B of the Individuals with Disabilities Education Act. The 10 participating states included: Alabama, Colorado, Iowa, Maryland, Montana, Oklahoma, Rhode Island, South Carolina, Texas, and Wisconsin. Results from the study indicate the semantics of defining technical and professional development has resulted in a variety of descriptions across the 10 states. The study also revealed four consistent themes regarding factors necessary for providing effective state-level TA. These factors are equally important and dependent on collaborative efforts among federal, state, and local stakeholders. Factors include: (1) a dissemination mechanism must be in place to integrate TA into daily practice in local schools; (2) qualified educators, related service providers, and administrators must be on the front lines in order for TA to be used effectively; (3) ongoing relationships must be nurtured with key individuals to promote collaboration between the education system and other agencies/organizations; and (4) evaluation of TA activities must focus on the impact of the TA

PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; *English (Second Language);
Instructional Innovation; *Intonation; Language Research;
Learning Theories; Linguistic Theory; *Oral Language; Second
Language Instruction; *Second Languages; Skill Development;
Speech Skills; Teaching Methods
IDENTIFIERS- *Direct Instruction Model; *Palmer (Harold E)

The work of Harold E. Palmer, the individual responsible for consolidating the ideas of the nineteenth-century reform movement into what became known as the Direct Method of second language teaching, is examined. The ideas began with Palmer's conviction that language should be taught by an aural-oral methodology, and he developed teaching techniques that involved a long period of attentive listening by the student, followed by carefully graded introduction to oral skills. Correct intonation was an important part of this introduction, and Palmer advanced this field. Although his status in Japan in the field of English language teaching was extremely high, his success in promoting the method was limited due to a continued emphasis on reading as the prime language teaching objective. Internationally, his work has influenced language teachers and administrators on several continents throughout much of the twentieth century. (Contains 25 references.) (MSE)

ED 461 258   FL 024 538

Thornton, Julie, Ed.
Language Aptitude Invitational Symposium Program Proceedings
(Arlington, Virginia, September 25-27, 1994).
PUB DATE- 94
NOTE- 220p.; For selected individual papers, see FL 024 539-545.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Advising; Affective Objectives; Age
Differences; Attitude Change; Change Strategies; *Cognitive
Style; Communicative Competence (Languages); Computer Oriented
Programs; Educational History; English (Second Language);
Government Role; Information Processing; *Language Aptitude;
Language Processing; Language Proficiency; Language Research;
*Language Tests; Learning Strategies; Linguistic Theory;
Listening Comprehension; *Measurement Techniques; Migrant
Education; Models; Modern Languages; Oral Language; Personality
Traits; Predictor Variables; Psycholinguistics; Psychometrics;
Second Language Learning; *Second Languages; Standardized
Tests; Statistical Analysis; Student Characteristics Defense
Language Aptitude Battery; Modern Language Aptitude Test
IDENTIFIERS- Defense Language Aptitude Battery; Modern Language
Aptitude Test

The Language Aptitude Symposium papers include: "Prognostication and Language Aptitude Testing, 1925-62" (Bernard Spolsky); "You, the Government, and Language Aptitude" (Government Roundtable; abstract only); "Styles of Thinking and Learning" (Robert Sternberg); "Current Research in Measuring Listening" (Robert N. Bostrom) (abstract only); "A Study of the Modern language Aptitude Test for Predicting Learning Success and Advising Students" (Madeline E. Ehrman); "The Investigation of Oral Proficiency and Language Learning Strategies in a Migrant ESL Context" (Helen Lunt) (abstract only); "Effecting Changes in Affective Factors" (Christine A. Montgomery) (abstract only); "The Defense Language Aptitude Battery (DLAB): What Is It and How Well Does It Work?" (John A. Lett, Jr., John W. Thain) (abstract only); "Expanding the Definition of Language

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Cooperation; *English (Second Language); Higher Education; Introductory Courses; Native Speakers; Peer Evaluation; *Peer Teaching; *Revision (Written Composition); *Writing Instruction; *Writing Strategies

This study investigated the strategies used by three students in each of two college-level online writing classes, first-year composition for native speakers of English (NS) and first-year composition for speakers of English as a Second Language (ESL). Every paper written and reviewed with fellow students, every draft, and every peer critique was analyzed for revising patterns and comments. This report compares the patterns of NS and ESL students, both individually and as groups. Analysis focuses on percentage of revised T-units from first to second draft, increase in T-units, increase in words, comment types (suggestion, statement, question, punctuation, spelling, grammar, request for details) and text operations (add, delete, replace, remove) related to revisions, level of revision, and whether the revision was in response, obliquely in response, or not in response to peer comments. Results indicate that the ESL students had more revised T-units, increased words, and increased words per T-unit. They also made no revisions based on peer comments that were corrective in nature, while NS students responded to a greater variety of peer comment types. Overall, the two groups were more similar than expected. Implications for classroom practice are discussed briefly. (MSE)

ED 461 280 FL 025 067

Schmidt, Ken
Use of Japanese in the EFL Classroom: Which Way To Go?
PUB DATE- 95
NOTE- 10p.; Article originally appeared in the ETAPS Journal, 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Anxiety; *Classroom Communication; Classroom Techniques; *Communication Apprehension; Comprehension; Difficulty Level; *English (Second Language); Foreign Countries; *Japanese; *Language of Instruction; *Language Role; Learning Processes; Second Language Instruction; Second Language Learning; Teacher Student Relationship; Translation
IDENTIFIERS- Japan

A discussion of the role of the Japanese language in the English-as-a-Foreign-Language (EFL) classroom in Japan presents several arguments in favor of using Japanese, followed by some notes of caution and a call to teachers to reflect on their classroom language use. Arguments for using students' native language (L1) include these: in mixed level classes, less advanced students can be easily left behind if only the second language (L2) is used; the L1 can provide a natural bridge for overcoming problems of vocabulary, sentence structure, and confidence; when an ESL writing topic is originally acquired in the L1, its use supports student planning; L1 can assist lower-level students in generating ideas that can then provide fuel for further oral or written language use; providing meaning for new vocabulary through translation has advantages over inductive approaches, particularly in acquiring abstract concepts; translation of whole passages can make relatively

PUB DATE- 92
NOTE- 116p.; Guide is a 353 Project in Adult Education. The Spanish Skills Placement Test (SSPT) (1991) was produced by the Adult Education Resource Center, Des Plaines, Illinois. Test was funded under Section 353 of the Federal Education Act, P.L. 100-297, and was supported by the U.S. Department of Education and the Illinois State Board of Education, Adult Education and Literacy Section. Molly S. Williams was project director; Ayde York was curriculum developer.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Grammar; *High School Equivalency Programs; Instructional Materials; *Literacy Education; *Native Language Instruction; Pronunciation Instruction; Punctuation; *Spanish; Spelling; Verbs; Written Language
IDENTIFIERS- Lane Community College OR; Placement Tests; 353 Project

This curriculum guide, almost entirely in Spanish, outlines adult basic education course content to be taught in a Spanish-language high school equivalency program. The course is designed to help students prepare for the General Educational Development (G.E.D.) exam in written expression. The guide begins with a Spanish skills placement test. Subsequent sections provide instruction in punctuation, capitalization, spelling, word accentuation, verb conjugation, basic clause structures, and essay writing. Exercises are included in each section. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 461 301 FL 801 222

Compass Points: New Directions for English Language Training, 1997-1998.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 44p.; Published quarterly. Distributed by the English Language Training Technical Assistance Project to the Colorado Refugee Services Program (CRSP).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Classroom Techniques; Curriculum Design; *English (Second Language); Literacy Education; Newsletters; Organizations (Groups); *Professional Associations; Second Language Instruction; *Vocational English (Second Language)
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

This document consists of the first four issues of a quarterly newsletter devoted to providing assistance to refugee service provisions across the United States in regard to English Language Training. Articles include the following: nature and national activities of the English Language Training Technical Assistance Project (ELT/TA); profiles of the organizations acting in partnership with the project; the National Clearinghouse on English-as-a-Second-Language (ESL) Literacy Education; strategies for integrating language, employment, and culture in the ESL classroom, particularly with regard to competencies specified in Secretary's Commission on Achieving Necessary Skills (SCANS). (MSE) (Adjunct ERIC Clearinghouse on as well as Notre Dame University; and after 1998 will include PAC-10, Big 10, and the Rose Bowl. An agreement was made between the College Alliance and three Bowls: Sugar Bowl, Orange Bowl, and Fiesta Bowl. Under the terms of the agreement, each year a different Alliance bowl is allowed to choose first from among the pool of Alliance conference champions and at-large teams. The stated purpose of this arrangement is to provide a No. 1 versus No. 2 championship match-up every year in a different bowl game. Excluded non-Alliance teams have raised issues involving the selection methods, the consequent disparity in television revenues, and related effects such as the inability to recruit top athletes by non-Alliance teams. Witnesses were grouped into two panels each consisting of individuals for or against the Alliance. Testifying against the Alliance included Senators Mitch McConnell (Kentucky), Robert Bennett (Utah), Craig Thomas (Wyoming), and Michael Enzi (Wyoming); as well as Karl Benson, commissioner of the Western Athletic Conference, and Ron Cooper, former head football coach, University of Louisville, Kentucky. Those testifying in favor of the College Bowl Alliance include Wally Richardson, a graduate of Penn State University, Roy F. Kramer, commissioner of the SEC, James E. Delaney, commissioner of the Big Ten Conference, and Cedric W. Dempsey, executive director of the National Collegiate Athletic Association (NCAA). An appendix includes the transcript of a question-and-answer session between committee members and various witnesses. (BF)

ED 461 321 HE 030 857

Scheetz, L. Patrick
Recruiting Trends, 1997-98: A National Study of Job Market Trends for New College Graduates among 477 Businesses, Industries, and Governmental Agencies. 27th Edition.
PUB DATE- 98
NOTE- 44p.; For the 1996 26th edition, see ED 402 807.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Databases; Demand Occupations; *Education Work Relationship; *Employment Opportunities; Employment Patterns; Employment Qualifications; Higher Education; *Job Applicants; Job Skills; *Labor Market; National Surveys; Occupational Information; *Occupational Surveys; Trend Analysis

This report of job recruiting trends affecting 1997-98 college graduates is based on survey results from 477 businesses, industries, and governmental agencies. It notes that employers anticipate an increase of 27.5 percent in job prospects for new college graduates and that there is a high demand for technical graduates, including majors in computer and information sciences, engineering, business management and administrative services, and the health professions. Factors affecting the job market include steady growth of the economy, and low inflation and low unemployment rates. Also included are discussions of: estimated starting salary averages and ranges for new college graduates, employment opportunities by U.S. geographic region, demand for new hires with real-world work experiences, factors affecting job opportunities for new graduates, job outlook by industry, high demand skills, campus recruitment activities expected by employers, importance of overseas educational experiences, overseas employment opportunities available for new graduates, foreign language competencies required by employers, trends in hiring liberal arts graduates, the key factors considered when interviewing, effectiveness of Internet expectations with them to the University, including a widespread belief that it is the best education available in Texas and that a Texas A&M degree will open doors not open to other graduates. Students arrive on campus expecting the "other" education. They understand that they will change and expect to value the changes, but are uneasy about the creation of an intentionally developmental environment. They tend to bridle at the idea that change is intended by the administration of the University, and prefer to believe that their peers are the primary contributors to their socialization at college. (Contains 29 references.) (SLD)

ED 461 342 HE 034 622

Hughes, Robin L.
Race in Educational Administration Programs: A Graduate Student's Perspective.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Cultural Awareness; Cultural Differences; *Educational Administration; *Graduate Students; Graduate Study; *Mentors; Minority Groups; Racial Attitudes; *Racial Bias; Research Needs; Social Support Groups
IDENTIFIERS- African Americans

This paper presents some reflections on race and constructions of race as they operate and might operate on graduate programs in educational administration. An African American female graduate student at a large Texas university was asked to reflect on a set of questions prior to participating in a symposium on race in educational administration programs. The first question asked what the most pressing issues are with regard to providing support for students of color in educational administration. Establishing a community of mentoring, providing additional financial support, improving the climate by increasing racial sensitivity, and reducing the alienation experienced by the student of color are cited. The second question centered on the strategies currently being used at the university to support students of color in educational administration. Some recruitment and mentoring strategies used by individual professors are identified as helpful. Question three asked the graduate student to consider further efforts the university should make to increase the number of minority graduate students and improve the climate for them. Recruiting of graduate students and increased financial aid are cited. The final issue was to describe a race-conscious research agenda aimed at developing knowledge that would support students of color. Curriculum changes, more site visits to urban populations, changes that support student diversity, and more sensitive textbooks would all be aspects of a race conscious research agenda. (SLD)

ED 461 343 HE 034 623

Minnesota's Post-Secondary Education Enrollment Data. Basic Data Series 2000.
PUB DATE- 01
NOTE- 461p.; For the 1999 postsecondary enrollment report, see ED

Marshall, Gail, Ed.; Ruohonen, Mikko, Ed.
Capacity Building for IT in Education in Developing Countries. IFIP (International Federation for Information Processing) TC3 WG 3.1, 3.4 & 3.5 Working Conference (Harare, Zimbabwe, August 19-25, 1997).
PUB DATE- 98
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; *Developing Nations; Educational Development; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; Instructional Improvement; Instructional Innovation; Postsecondary Education; Workshops

CapBIT 97, Capacity Building for Information Technologies in Education in Developing Countries, from which this publication derives, was an invited IFIP working conference sponsored by Working Groups in secondary (WG 3.1), elementary (WG 3.5), and vocational and professional (WG 3.4) education under the auspices of IFIP Technical Committee for Education (TC3). This book reflects the uniqueness of the CapBIT conference in a number of ways. The core of the book is the collection of invited papers that were delivered at the conference--papers which were invited to reflect the range of topics and experiences in the field. The papers provide insight into the individual and collective problems facing IT use in education. To that core are added two further features. First, synopses of four workshops, devoted to specific capacity building applications and concerns of the delegates, demonstrate the range of possibilities available. Second, there are reports from the discussion groups held during the conference. The book is divided into nine main sections: (1) National Perspectives; (2) Building Skills in the National Context; (3) Targeted Projects; (4) Classroom-Based Initiatives; (5) Research for IT-Based Education; (6) Resource Acquisition, Allocation and Utilization; (7) A Curriculum for the Future; (8) Workshop Presentations; and (9) Discussion Group Recommendations. An alphabetical list of participants, index of contributors, and keyword index are also provided. (AEF)

ED 461 365 IR 018 921

Lee, John; Dineen, Finbar; McKendree, Jean
Supporting Student Discussions: It Isn't Just Talk.
PUB DATE- 98
NOTE- 12p.; IN: D. Darina and I. Stanchev, Eds. "Human Computer Interaction and Education Tools (HCI-ET)" Conference Proceedings. Sofia, Bulgaria: VirTech, Ltd. pp 124-136. Paper presented at the International Federation for Information Processing, Research on Education Applications of Information Technologies (IFIP WG 3.3) International Working Conference (Sozopol, Bulgaria, May 27-28, 1997). Research partially performed in Human Communication Research Center, UK Economic and Social Research Council.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; Course Content; Foreign Countries; *Group Discussion; Higher Education; Instructional Innovation; Interaction; Internet; Student Projects; Teaching Methods
IDENTIFIERS- *Dialogic Communication; University of Edinburgh

find solutions which will assist libraries in providing service to their clients. (SWC)

ED 461 383 IR 056 460

Baldwin, Charlene M., Comp.
Transborder Library Forum = Memorias del Foro Binacional de Bibliotecas (1st, Nogales, Arizona, February 1-2, 1991).
SPONS. AGENCY- Arizona State Dept. of Library, Archives and Public Records, Phoenix.
PUB DATE- 91
NOTE- 160p.; Also funded by the Library Services and Construction Act. Some text may not reproduce well. Some sections are only in Spanish or English. Cosponsored by the Asociacion Sonorense de Bibliotecarios, A.C. (Sonoran Librarians Association) and Association Mexicana de Bibliotecarios, Seccion Jalisco (Mexican Librarians Association, Jalisco Section).
LANGUAGE- English; Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Cataloging; Childrens Libraries; Computer Networks; Databases; Foreign Countries; *International Cooperation; *Libraries; Library Acquisition; Library Catalogs; Library Collection Development; Library Cooperation; Library Education; Library Networks; Library Personnel; Library Planning; *Library Services; Microcomputers; Preservation; Strategic Planning
IDENTIFIERS- *International Librarianship; *Mexico

At the first Transborder Library Forum in 1991, 132 librarians from the United States and Mexico gathered to get to know one another, discuss issues of common interest, and begin to build an international network. Conference materials are provided in both English and Spanish. Keynote addresses were delivered by Alberto Alvaro Rios and Jesus Lau. Talk tables moderated by subject experts from the U.S. and Mexico were conducted on a range of subjects: Shared Resources/Networking (Recursos Compartidos/Redes de Cooperacion); Collection Development/Evaluation (Desarrollo/Evaluacion de Colecciones); Microcomputers: Database Management (Microcomputadoras: Administracion de Bases de Datos); Cataloging and Classification (Catalogacion y Clasificacion); Programs for Children (Programas para Ninos); Automated Acquisitions and Cataloging (Automatizacion de Catalogacion y Adquisiciones); Strategic Planning (Planeacion Estrategica); Preservation/Conservation (Preservacion/Conservacion); Continuing Education (Educacion Continuada); More Paraprofessionals than Professionals (Mas Tecnicos que Profesionales: Como Proceder?); Friends of the Library (Amigos de la Biblioteca); Border Libraries; CD-ROMS in Public Service (CD-ROMS en los Servicios al Publico); State Library Associations and Professional Development (Asociaciones Bibliotecarias Estatales); Functional Illiteracy and Libraries (Analfabetismo Funcional: Que Puede Hacer la Biblioteca); International Librarianship and Exchanges (Bibliotecologia Internacional: Como Llegamos a Concernos); Status of Librarians (El Estatus del Bibliotecario); Marketing the Library (Mercadotecnia de la Biblioteca); Public (Publica); School (Escolar); University (Universitaria); and Special (Especial). Also included are evaluation form results, certificates, a bilingual list of library terminology, directory of participants, and announcement for the second Transborder Library Forum. (SWC)

ED 461 384 IR 056 461

institutions that have completed the comprehensive self study or an interim report with a required limited visit. Section 1 of the comprehensive evaluation visit discusses: (1) roles of the accrediting commission, the evaluator, and the team chair; (2) the evaluation site visit; (3) the evaluation report; and (4) responsibilities after the visit. Section 2 outlines procedures for interim and midterm visits. The handbook addresses editorial concerns, facilitates team member preparation, guides self-study analysis, and suggests sample evaluation questions. Primary roles of the accrediting commission include: (1) communication with the institution; (2) team and team chair selection and training; (3) provision of materials from ACCJC; (4) supplementing self studies; and (5) coordinating multi-college districts. Appendices A through G contain a confidential recommendation form, glossary of commission actions and definitions, commission policies, and eligibility requirements. (AS)

ED 461 404 JC 990 163

Guide to Institutional Self Study and Reports to the Commission.
PUB DATE- 96
NOTE- 79p.; For the Handbook of Accreditation and Policy Manual, 1996 Edition, see JC 990 161.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *Community Colleges; Evaluation Methods; Faculty Development; Governance; *Institutional Evaluation; *Institutional Mission; *Self Evaluation (Groups); *Site Analysis; Two Year Colleges
IDENTIFIERS- Western Association of Schools and Colleges

This manual guides educational institutions in evaluating themselves according to standards of good practice regarding goals and objectives, utilization of resources, effectiveness, and achievement. Reaccreditation, including a comprehensive self study, is required every 6 years following initial accreditation. The self study is followed by an on-site visit by a team of peers to review the accredited status of a college, with the aim of improving a college's effectiveness in achieving its stated purpose. Intended for use with the Handbook of Accreditation and Policy Manual, 1996 Edition, this manual provides a reference for the conduct of the comprehensive self study, as well as instruction for the completion and submission of reports to the Commission. The document discusses: (1) comprehensive self study participation, recruitment, preparation, and resources; (2) self study report format, content, and submission; (3) commission standards for institutional mission, integrity, effectiveness, programs, student support, learning resources, faculty and staff, finances, and governance; (4) the evaluation site visit; and (5) reports to the Commission, including midterm, annual, interim substantive change, and show-cause reports. Appendices A through E contain sample certification, documentation for the site visit and a suggested time line. (AS)

ED 461 405 JC 990 171

Master Plan for Technology. Phase I--Goals & Objectives, 1996-97.
PUB DATE- 97
NOTE- 91p.

IDENTIFIERS- California

This curriculum module provides information and guidance on controlling communicable and infectious diseases in the childcare setting and is designed to fulfill the learning needs and licensing requirements of childcare providers in California. The curriculum provides 4 to 7 hours of training for childcare providers to be conducted by experienced health and safety trainers, childcare health consultants, and registered nurses or licensed physicians with professional experience in infection control and childcare knowledge and certification. The module's introductory remarks describe qualifications for trainers, discuss how the module is to be used, and list important topics to cover for trainers with a limited amount of time. The remainder of the training module is divided into four sections. Section 1 presents information on the ways disease is spread in childcare settings. Section 2 focuses on preventive health practices, including the daily morning health check, universal precautions, hand washing, garbage disposal, food safety, oral hygiene, and water supply. Section 3 highlights preventive health policies, including policies related to health history and immunization, providers' needs, health records, exclusion for illness, caring for children with mild illness, medications administration, and emergency illness. At the beginning of each section is a trainer sheet detailing the goal/rationale for the section, learning objectives, methods or learning strategies to be used; a list of materials and equipment required; and training time for each topic or section. Section 4 contains appendices with resources, forms/records/lists, information on specific diseases, and a 10-item bibliography. (KB)

ED 461 424 PS 030 124

Zamani, A. Rahman, Ed.
Health and Safety in the Child Care Setting: Prevention of Injuries. Module 2. Second Edition. A Curriculum for the Training of Child Care Providers.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
PUB DATE- 01
NOTE- 115p.; For Module 1, on Prevention of Infectious Disease, Second Edition, see PS 030 123.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregiver Training; *Child Caregivers; *Child Health; *Child Safety; Day Care; Early Childhood Education; *Injuries; Leaders Guides; Learning Modules; Prevention; *Risk Management
IDENTIFIERS- California

This curriculum module is intended to help childcare providers understand how injuries happen and how, by planning ahead and taking simple precautions, most injuries can be avoided. The 3- to 5-hour curriculum is designed to fulfill the learning needs and licensing requirements of childcare providers in California. Introductory remarks present information on trainer qualifications, discuss how the module should be used, highlight the importance of including parents in creating a healthy environment, and discuss how developmentally appropriate practices must be the foundation of teaching children healthy habits. Each of the subsequent topic sections begins with a trainer sheet that covers goal/rationale, learning objectives, methods and learning strategies to be

(070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Research; Elementary Secondary Education; *High Risk Students; Institutional Characteristics; Literature Reviews; *Poverty; Poverty Areas; *Research Needs; Rural Areas; *Rural Education; Rural Population; Rural Schools; Rural Urban Differences; *Student Characteristics

In an effort to help shape a research agenda for rural education, this document reviews the research on rural education and at-risk students to determine the relative influence on student outcomes of poverty and community location. Sections of this review address: methodological considerations (definitions of "rural" and "at-risk," inadequate controls and comparisons, philosophical orientation of rural literature); the context of rural education (student distribution by rurality and poverty concentration); rural-urban differences in poor students' academic achievement, high school completion rates, and college aspirations; community and student characteristics (poverty, income sources, cultural milieu, ethnicity, single-parent households, limited English proficiency, parental educational attainment, substance abuse, absenteeism, student employment, teen pregnancy); and school characteristics (size, location, expenditures, courses and programs, staff qualifications, technology resources, school-community connections, parent involvement, social capital). Preliminary findings suggest that: (1) poor rural students' academic achievement is quite low but better than that of poor urban students; (2) the magnitude of the problem of low achievement is smaller in poor rural areas than in poor urban areas; (3) rural communities are quite diverse; (4) the characteristics of rural students differ from those of urban students overall, but the profile of poor rural students is similar to that of poor urban students; and (5) rural students attend smaller schools with community connections but a smaller breadth of course offerings than urban schools. Five main research recommendations are outlined. Appendices include participants at a rural education issues meeting, referenced journals, and definitions. (Contains 69 references.) (SV)

ED 461 443 RC 021 191

Taylor, Peter; Mulhall, Abigail
Contextualising Teaching and Learning in Rural Primary Schools: Using Agricultural Experience. Volume 1 and Volume 2. Education Research.
PUB DATE- 97
NOTE- 219p.; Photographs and figures may not reproduce adequately. Volume 2 is produced in association with George A. Malekela, Padmini Ranaweera, C. Seshadri, and Berhanu Dibaba.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; Curriculum Development; *Developing Nations; Educational Environment; Educational Improvement; Educational Innovation; Educational Practices; Educational Research; *Elementary Education; Foreign Countries; *Integrated Curriculum; Learning Experience; *Relevance (Education); Research Projects; *Rural Education; Teaching Methods
IDENTIFIERS- *Contextualization; Contextualized Instruction

This research project examined the potential role of agricultural experiences as a vehicle for meeting the diverse learning needs of rural primary students in developing countries. Volume 1 of the project report represents a literature review that inclusiveness throughout the community. An online access center at the school provided community members access to a wide variety of information and a place to exchange ideas. There was a high level of community involvement in school decision making, which contributed to community ownership of the school. This involvement was enhanced by a school philosophy that welcomes community involvement and a leadership process based on building trust and mutual respect between school staff and community members. In the other community, the school has played a key role in integrating youth into the community through work-based learning, a cadet scheme, and a volunteer reading program using retirees as tutors. In both sites, schools have helped build social capital by fostering close partnerships with their communities, developing cooperation, communication, and trust. School contributions have been maximized by leadership processes with a strong focus on building relationships across community sectors. (Contains 28 references.) (TD)

ED 461 460 RC 023 305

Carnie, Fiona, Ed.
Educating on a Human Scale: Visions for a Sustainable World. Proceedings of the Human Scale Education Conference (Oxford, England, September 26, 1998).
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Citizenship Education; Educational Change; Educational Practices; Elementary Secondary Education; *Environmental Education; Experiential Learning; Foreign Countries; *Politics of Education; *Role of Education; School Size; *Small Schools; Social Responsibility; *Sustainable Development; Teacher Student Relationship
IDENTIFIERS- England; *Environmental Awareness

Human Scale Education's 1998 conference addressed the creation of schools and learning experiences to foster in young people the attitudes and skills to shape a fairer and more sustainable world. "Values and Vision in Business and Education" (Anita Roddick) argues that educational curricula must contain the language and action of social justice, human rights, community economics, sustainability, and ethics if young people are to understand that they can make a difference to their world. "Education for Citizenship" (Richard Pring) maintains that citizenship education must prepare young people not only for an economic future but also for a political one in which they are expected to participate actively within a democracy. It is difficult to encourage children to discuss, debate, and explore issues within the context of the British national curriculum. "The Ecology of Learning" (Satish Kumar) discusses the need for life-centered education as well as child-centered education. It is essential that children are taught how to value and respect the life of the planet. Workshops discussed applying sustainability themes identified at the U.N. conference in Rio to education; involving students with adult professionals in experiential projects connecting art, design, and environmental education; engaging students, parents, and teachers in dialogue about each other and about implementing change; differences in learning at small schools compared to large, impersonal state schools; and working with government to infuse environmental education and sustainability throughout the national curriculum. (TD) handbook, and teachers' manual. The six illustrated student books cover topics on anteaters and bats, spiny lizards and speckled racers, red pandas and golden toads, singing whales and trumpeting elephants, flying flycatchers and drilling sapsuckers, and the differences among living and non-living things. (DDR)

ED 461 478 SE 060 290

The Bayer Facts of Science Education III: A U.S. Student Report Card on Science Education. Executive Summary.
SPONS. AGENCY- Bayer Corp., Pittsburgh, PA.
PUB DATE- 97
NOTE- 13p.; For previous editions of "Bayer Facts," see ED 460 823 and ED 396 926.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Science Education; *Science Interests; *Science Teachers; *Student Attitudes; Teaching Methods

This report highlights the findings from research conducted to uncover what the nation's students think of the science education they are receiving, how they would improve it if they could, how they think they best learn science, and how they rate their parents and teachers when it comes to science. Data collection included an in-depth telephone survey on attitudes toward science and science education among a representative nationwide sample of young people age 10 to 17 (n=1,016). Students all across the country say that science is one of their favorite subjects in school. The appeal of science has to do both with its subject matter--which children find inherently interesting--and with the opportunities it allows for exploration and direct classroom participation. Students who learn about science through hands-on methods such as experiments and team problem-solving have far more favorable attitudes toward the subject than those who learn through traditional teaching methods such as lectures and textbook reading assignments. Students give their parents and teachers high marks for the parts they play in helping them learn science. Students credit their teachers with being enthusiastic, good at relating science ideas to everyday life, and providing clear, easy-to-understand explanations. (JRH)

ED 461 479 SE 060 291

Alaska Challenger Learning Center Feasibility Report.
PUB DATE- 96
NOTE- 84p.; Submitted to the City of Kenai by the Alaska Challenger Learning Center Steering Committee facilitated by K. Scott & Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Astronomy; Earth Science; Elementary Secondary Education; Learning Activities; Mathematics Education; *Science Interests; *Space Exploration; *Space Sciences; Technology Education
IDENTIFIERS- *Challenger Center for Space Science Education

The Challenger Center for Space Science Education uses space exploration as a theme to create a positive learning experience that raises students' expectations of success; fosters in them a long-term interest in math, science, and technology; and blocks of a more general theory of behavioral plasticity. This work describes the principal characteristics of the process of habituation that permit a definition of habituation as a basic process of learning and illustrates some methodological problems faced in the study of its parameters. A mathematical model that explains behavioral changes observed in PC-12 cells in situations of repetitive stimulation is proposed. (Contains 26 references, 11 figures, and 5 tables.) (Author/NB)

ED 461 499 SE 061 488

Cutter, Mary Ann G.; Drexler, Edward; Gottesman, Kay S.; Goulding, Philip G.; McCullough, Laurence B.; McInerney, Joseph D.; Micikas, Lynda B.; Mural, Richard J.; Murray, Jeffrey C.; Zola, John
The Human Genome Project: Biology, Computers, and Privacy.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 96
NOTE- 212p.; Distribution of material supported the U.S. Department of Energy and the University of Iowa Genome Center. Accompanying software not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Ethics; Evolution; Genetic Engineering; *Genetics; High Schools; *Public Policy; Science Activities; *Science and Society; Science Curriculum; Science Education; Technology
IDENTIFIERS- Biological Sciences Curriculum Study; *Human Genome Project

This module, for high school teachers, is the second of two modules about the Human Genome Project (HGP) produced by the Biological Sciences Curriculum Study (BSCS). The first section of this module provides background information for teachers about the structure and objectives of the HGP, aspects of the science and technology that underlie the HGP, information science as it relates to the HGP, and ethics and public policy, especially as they concern information science and the HGP. This section also provides general information on teaching the activities provided in this module, general guidance for discussing values and controversial issues in the classroom, and specific assistance with the supporting software that can be used with this module. The second section of the module includes seven annotated classroom activities plus database software pertaining to genomic registries, explaining the outliers, genetic anticipation, control of information about genes, making public policy, and HGP data and evolutionary biology. (DDR)

ED 461 500 SE 061 513

Becker, Jerry P., Comp.
Reports on the Eighth International Congress on Mathematics Education (ICME-8) of Travel Grant Awardees.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 97
NOTE- 237p.; Cover title: "Observations by U.S. Participants on ICME-8." Compiled with the assistance of Joan Griffin and Ann Assad.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

with those used at EQuAL sites. A working group of adult education professionals and ABLE personnel developed draft criteria for data reporting. The criteria were finalized, a data dictionary was developed, and training guidelines and plans were developed to train ABLE program staff in the new criteria for data reporting. Definitions were developed for the concepts of enrollment, completion, continuation, and early separation, and it was decided that the federal definitions of instructional categories for the following categories of students would be adopted by ABLE: beginning literacy, beginning English as a second language (ESL); intermediate ESL; and advanced ESL. (Appended are the following: the federal definitions; training plans; and codes and descriptions of the data fields in the new data dictionary.) (MN)

ED 461 019   CE 076 383

Hanson, Susan A.
Preparing To Enter the Workforce: A School-to-Work Model for Adults. Final Report, 1996-1997.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 33p.; Project #98-7013.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Programs; Career Counseling; *Career Education; Career Exploration; *Demonstration Programs; *Education Work Relationship; Integrated Curriculum; Job Search Methods; *Literacy Education; Outcomes of Education; Program Development; Program Effectiveness; Rural Areas; Rural Education; Systems Approach; Transitional Programs; Work Experience Programs
IDENTIFIERS- *Pennsylvania; 353 Project

A project was conducted to build an education and career enhancement system for Pennsylvania's adult population over age 24 that includes all three basic components of a school-to-work program: work-based learning, school-based learning, and connecting activities. The program was opened to unemployed and underemployed adults in two rural Pennsylvania counties. Computer-assisted instruction was an integral part of the curriculum, and portfolios were used to hold students' relevant papers for reference during their future job searches. The program's classroom component was divided into two 8-week phases: career exploration and job search. The work-based component featured planned job training and work experiences, workplace mentoring, and opportunities to learn aspects of various local businesses. Connecting activities included the following: sharing the program's curricula and goals with local business/industry/labor and human resource agencies; linking students to available support services; and matching students with appropriate work-based learning opportunities. Of the 19 adults who enrolled in the program, 16 (84%) completed it. At the program's start, only four students were employed. At the program's end, 13 students were employed, 1 was definitely enrolling in postsecondary education, and 2 were seriously considering doing so. (MN)

ED 461 020   CE 076 412

O'Neil, John, Ed.

Educator's Challenge.
PUB DATE- 98
NOTE- 19p.; Synopses of presentations from the Annual Meeting of the Council on Collegiate Education for Nursing (1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Change Strategies; Corporations; Delivery Systems; Doctoral Programs; Educational Change; Educational Improvement; *Educational Needs; Educational Technology; Entrepreneurship; Futures (of Society); Graduate Study; Health Occupations; Health Services; Hospitals; Industrial Structure; *Labor Force Development; *Labor Needs; Leadership; Models; Needs Assessment; *Nursing; *Nursing Education; Position Papers; Postsecondary Education; *Role of Education; Technological Advancement; Trend Analysis; Two Year Colleges; Universities; Work Environment
IDENTIFIERS- Global Economy

This document consists of synopses of selected presentations on the nurse educator's challenge in preparing the workforce for the 21st century that were made during the 1998 meeting of the Council on Collegiate Education for Nursing. In her paper "Redesigning Health Care Delivery," Karlene Kerfoot described changes in health care delivery systems and emphasized the role of nurses in redesigning health care delivery. Mary Ann Parsons spoke of how serious experimentation with curriculum begins only after a significant number of leaders have accepted the new beliefs underpinning reform. Joellen Edwards reviewed selected education and practice models. Gloria R. Smith explored the nursing educator's challenges in the new system of integrated health care. Patsy Turner reviewed some of the predicted changes in nursing and urged associate degree educators to use the predictions in preparing the future nursing workforce. Linda C. Hodges focused on current and future needs for nurses who have completed doctoral programs. Barbara R. Heller examined the following trends transforming nursing education and higher education at the end of the 20th century: (1) continuing turbulence in the health care delivery system; (2) shifting nursing student and patient demographics; (3) the explosion of instructional and clinical technology; and (4) the globalization of health care. (MN)

ED 461 038 CE 082 802

Cunningham, Stephanie; Kennedy, Steve; McAlonan, Susan; Hotchkiss, Heather
Navigating the Seas of Policy.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Adult Education; Change Strategies; *Decision Making; Education Work Relationship; *Educational Change; *Educational Policy; Organizational Development; Partnerships in Education; *Policy Formation; Postsecondary Education; Program Implementation; Secondary

Assessment; Newsletters; Nongovernmental Organizations; Organizational Change; Organizational Objectives; Policy Formation; *Printed Materials; Public Policy; Rural Areas; Rural Education

IDENTIFIERS- *Ghana; Local Origination; Place Based Education; *Uganda

The needs of grassroots farmers in Uganda and Ghana for locally developed print materials were examined through a postal survey of nearly 200 organizations and examinations of 75 autonomous farmer groups and 95 organizations sharing agricultural information in both countries. Both printed agricultural information relevant to grassroots farmers and networks for distributing such existing information were in short supply. Most large organizations directed their efforts mainly toward networking with similar organizations rather than toward visiting grassroots farmers or meeting their information needs. Group support to grassroots farmers was deemed very important because it provides a safety net that allows members to share and try out new ideas. The study confirmed the existence of considerable potential for supporting extension services, nongovernmental organizations, mass media services, farmers, animators, and literacy services in the generation and production of agricultural information in local languages and aimed at group usage. (Thirty-two tables/figures and 100 references are included. The following items are among those appended: sample pages of the publication "Footsteps"; samples of materials in local languages; information about the survey respondents; a list of languages used for sharing information by survey respondents; maps showing areas and groups visited; lists of organizations contacted; and sample newsletters and locally generated materials.) (MN)

ED 461 055   CG 026 643

Andreasen, Sara A., Ed.; Froyen, Gary, Ed.; McCullagh, Cheryl, Ed.; Harrington, Danette, Ed.

Iowa Journal of School Social Work, 1993-1995.

PUB DATE- 95

NOTE- 227p.; Published annually. For volumes 7-10, see ED 452 560.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Elementary Secondary Education; *Pupil Personnel Services; School Counseling; School Counselors; *School Guidance; *School Social Workers; Social Services; *Social Work; *Social Workers; *Student Personnel Services

This annual serial publication of the Iowa School Social Workers' Association is dedicated to extending knowledge and improving practice of social work in educational settings. Volume six contains the following articles: (1) "A Self-Report Questionnaire For Group Work: Monitoring the Outcome of Group Work Intervention with Special Education Students" (C. McCullagh and B. Koontz); (2) "Inservice Programs for the Nineties and Beyond" (C. Struckman); (3) "Students on Medication: A Brief Introduction to Five Disorders Commonly Treated with Psychotropic Drugs" (D.Kernan and R. Palumbo); (4) "The Roots of School Social Work in New York City" (J. McCullagh); (5) "Cal-Pal: A County-Wide Volunteer Service Program" (J. Wilson and others); (6) "School Social Work in Early Childhood Special Education" (J. Clark); and (7) "School Social Work with Infants and Toddlers with Disabilities and Their Families: Major Roles and Key Competencies" (J. Clark). Volume seven contains: (1) "Unraveling the Licensing, the study, the general procedures and timetable for data collections, and some approaches for dealing with special problems in panel surveys. Chapter 4 presents a complete listing of dimensions and procedures of measurement. Chapter 5 discusses a number of broad analysis strategies. Chapter 6 describes the major substantive interests to be explored in the study, including the study of schools as organizations. An epilogue describes the samples of schools and boys, and the response rates obtained, at the time of the initial data collection (fall 1966). (Contains 9 figures, 14 tables, and 5 appendixes.) (JDM)

ED 461 075   CG 031 507

Penney, Sophie W.; Rose, Barbara B.
Dollars for Dreams: Student Affairs Staff as Fundraisers.
PUB DATE- 01
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Endowment Funds; Financial Support; *Fund Raising; Institutional Advancement; *Role; *School Funds; Student Personnel Services; *Student Personnel Workers

This publication provides an educational tool for student affairs professionals involved in fundraising. It is designed to be easily accessible and understood by those with little experience with fundraising, and it will also serve as a useful resource for student affairs professionals who have partnered with fundraisers to, or who themselves have, raised dollars for dreams. It includes the following chapters: (1) "The Right Person"; (2) "The Student Affairs Development Function: Making the Case for the Focused Effort"; (3) "Types of Fundraising"; (4) "Markets and Partners for Student Affairs"; (5) "The Power of Corporate and Foundation Giving" (6) "Prospect Research and Identification"; (7) "Cultivation"; (8) "Solicitation"; (9) "Stewardship"; and (10) "The Ethics of Development." True experiences in fundraising are given throughout the book. (Contains 14 appendixes.) (JDM)

ED 461 076   CG 031 508

Neault, Roberta A.
Planning for Serendipity? Career Management for Changing Times.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Conference of the National Consultation on Career Development (26th, Ottawa, Ontario, Canada, January 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Career Development; Change Strategies; *Counseling Theories; Counselor Client Relationship; *Theory Practice Relationship

The world of work has changed dramatically over the years. Many researchers have enhanced career development theories, and recently there have been efforts to explore the possible teachers in their views about parental involvement. A 3-item open questionnaire was sent through graduate students representing 21 schools from the Black Belt Region of Alabama. A total of 168 teachers responded and returned the questionnaire. The preliminary results indicated ambivalence about parental involvement among the teachers. While the majority of teachers indicated a support for parental involvement, the extent and the nature of parental involvement seemed to vary with grade levels. (Contains 20 references and 3 tables of data.) (Author/RS)

ED 461 098   CS 014 612

Weaver, Constance, Ed.
Practicing What We Know: Informed Reading Instruction.
PUB DATE- 98
NOTE- 584p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cultural Differences; Elementary Education; *Miscue Analysis; *Phonics; Politics of Education; *Reading Instruction; *Reading Strategies; Remedial Reading; Special Needs Students
IDENTIFIERS- Reading Recovery Projects

Offering 33 essays that represent the best in current reading instruction, this book offers detailed insight into key issues and topics in the teaching of reading, including phonics and word skills, reading strategies, miscue analysis, the use of literature, cultural and linguistic diversity, and the needs of special populations. After an introduction ("Literacy Education as a Political Act" by Diane Stephens), essays in section 1, Teaching Phonics and Word Skills, are the following: (1) "Phonics and the Politics of Reading Instruction" (Leah Brumer); (2) "Whole-to-Parts Phonics Instruction" (Margaret Moustafa); (3) "Learning about Phonics in a Whole Language Classroom" (Penny A. Freppon and Karin L. Dahl); (4) "Kindergarteners Talk about Print: Phonemic Awareness in Meaningful Contexts" (Donald J. Richgels, Karla J. Poremba, and Lea M. McGee); (5) "Why Talk about Phonics?" (Regie Routman and Andrea Butler); (6) "Learning Phonics while Sharing and Responding to Literature" (Debbie Powell and David Hornsby); and (7) "Looking for Patterns: Phonics Activities That Help Children Notice How Words Work" (Patricia Cunningham). Essays in section 2, Teaching Reading Strategies, are: (8) "A Sociopsycholinguistic Model of the Reading Process and Reading Strategy Instruction" (Yetta Goodman and Dorothy Watson); (9) "Teaching Strategies and Skills during Readers' Workshop: Setting the Stage for Successful Readers and Writers" (Pam Chomsky-Higgins); (10) "Developing Primary Voices" (Kathleen Visovatti); (11) "The Teaching of Reading Strategies" (Donna Maxim and Cora Lee Five); (12) "How Do I Actually Teach Reading Now That I Am Using Literature?" (Regie Routman and Andrea Butler); (13) "Authenticity as the Basis for Instruction" (Stephen B. Kucer); (14) "Teaching Reading Strategies in a 'Remedial' Reading Class" (Marie Dionisio); and (15) "Readers 'Fresh' from the Middle" (Linda R. Morrow). Essays in section 3, From Miscue Analysis to Revaluing and Assisting Readers, are the following: (16) "Miscue Analysis for Classroom Teachers: Some History and Some Procedures" (Yetta M. Goodman); (17) "Revaluing Readers while Readers Revalue Themselves: Retrospective Miscue Analysis" (Yetta M. Goodman); (18) "I Do Teach and the Kids Do Learn" (Wendy J. Hood); (19) "Taking Another Look at (Listen to) Shari" (Alan D. Flurkey); (20)

15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *English Instruction; Grade 11; High Schools; Learning Activities; Lesson Plans; Literary Devices; *Popular Culture; *Popular Music; *Revolutionary War (United States); Student Educational Objectives; Teacher Developed Materials; *United States Literature; Writing Exercises
IDENTIFIERS- Writing Prompts

This lesson plan for teachers to use with students in junior English (American Literature and pre-college writing) seeks to span the gap between American Revolution-era literature and today's teenagers. The lesson plan advocates using music to span the gap. It presents a rationale, educational objectives, materials needed, and background information. It outlines in detail the literary selection to be read, writing prompts for each selection, the popular song to be listened to, and the literary terms considered. The paper includes an assignment to write a personal protest song; the lyrics of the popular songs used in the class, such as the Beatles' "Revolution" and James Brown's "Living in America"; and the author/educator's own "Declaration of Independence." (Contains 29 references.) (NKA)

ED 461 119   CS 217 785

Nystrand, Martin; Wu, Lawrence L.; Gamoran, Adam; Zeiser, Susie; Long, Daniel
Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse. CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Classroom Research; Discourse Analysis; *Discourse Communities; Grade 8; Grade 9; Models; Naturalistic Observation; Secondary Education; *Student Role; *Teacher Role
IDENTIFIERS- Discourse; Variables

In research on classroom discourses, case studies have been used to describe the dynamics of effective and ineffective instruction. In other research, quantitative studies have identified global features of such discourse. The research reported here combined the advantages of both methods, investigating how generally effective classroom discourse unfolds. Research built on the findings of previous research, that classroom discourse tends to promote student achievement when it actively involves them in the production of knowledge and when the discourse is highly interactive. The study used data collected by two of the principal investigators in 872 observations of more than 200 eighth- and ninth-grade English and social studies classes in a wide variety of midwestern schools. All class sessions were taped, and all teacher and student questions were coded for a variety of variables. Key findings show dialogic spells are: infrequent; nearly twice as frequent in social studies as in English; twice as frequent in eighth grade as in ninth; and virtually nonexistent in low-track classes. The study finds that authentic questions, the nearly 100 students involved in the author's teaching which uses the e-learning technology of Blackboard. This study finds that students do not embrace CMC with ready willingness since they do not perceive CMC as effective as what is suggested in the literature. The study also revealed many practical difficulties involved in the use of CMC technology. (Contains 16 references and 2 tables of data.) (RS)

ED 461 140 CS 510 740

McDowell, Earl E.
A Curricular Profile of United States Technical Communication Departments at the Beginning of the 21st Century.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Courses; *Departments; Distance Education; Higher Education; National Surveys; *Scientific and Technical Information; *Technical Writing; World Wide Web
IDENTIFIERS- *Technical Communication

This study summarizes courses and programs in scientific and technical communication during the past 20 years. The results show that there has been a rapid increase in the number of courses and programs offered at two-year and four-year colleges and universities, as well as a 500% increase in the number of schools offering courses. The results reveal that 36 states have courses, certificates, and/or degree programs in scientific and technical communication. In addition, there has been a rapid increase in the number of higher education institutions offering courses in World Wide Web and online courses. The results are discussed in this paper. (Author/RS)

ED 461 141 CS 510 741

Campe, Brian; Frye, Kristin; Hood, Caitlin; Kuznekoff, Jeffrey; Parsons, Michael
The Correlation between the Communication of the Health Risks of Ecstasy (MDMA) and the Drug's Use among College Students.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Drug Education; *Health Education; Higher Education; *Illegal Drug Use; Mass Media Effects; Mass Media Role; Media Research
IDENTIFIERS- *Ecstasy (Drug)

The purpose of this study is to explore the relationship between college students and their awareness of the hazardous effects of the drug Ecstasy. Ecstasy use has risen among college students even though readily available research shows Ecstasy use having extremely hazardous effects on its users. Research also shows a lack of communication about these hazardous effects. However, little research exists about the connection between the increased use of Ecstasy and the lack of organized. Policies that combine ICT, human capital, competition, innovation, and entrepreneurship with inflation control are likely to enhance productivity. These factors are mutually reinforcing and not as beneficial used separately. Chapter 1 examines the facts about growth in GDP capital in OECD countries in the past decade. Chapter 2 examines the kinds of policies that are needed to enhance the wider diffusion of ICT. Chapter 3 argues that policies concerning innovation can allow new technologies to expand. Chapter 4 looks at how human capital can promote growth. Chapter 5 focuses on the role of business creation. Chapter 6 warns that the balance of economic and social factors is vital to growth if its benefits are to be widely shared. (Contains 64 references.) (RKJ)

ED 461 161 EA 031 370

Schlechty, Phillip C.
Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform. The Jossey-Bass Education Series.
PUB DATE- 90
NOTE- 185p.; Foreword by Bill Clinton.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Educational Objectives; Elementary Secondary Education; *Leadership Training

Purpose shapes vision and vision shapes purpose. Any reasonable effort to restructure schools must begin with a serious consideration of the purposes of education. In chapter 1, purpose in the life of organizations is examined. Chapter 2 shows how historical circumstances have shaped both the purpose and the structure of schools. Chapter 3 discusses the need for a reformulation of the purpose of schools. Chapter 4 explains how the suggested vision relates to such restructuring efforts as participatory leadership, accountability, and assessment of schools in general. Chapter 5 provides a framework for considering the structural elements that need to be changed. Staffing, distribution of knowledge, and use of time and space are addressed. Chapter 6 discusses change from a marketing perspective, using concepts from the field of marketing that are relevant to research about the change process. Chapter 7 is about creating systems to change systems. Chapter 8 considers the evaluation of performance and the advantages of results-oriented management. Chapter 9 presents specific steps that a superintendent can take to bring about restructuring of a district. Chapter 10 suggests strategies for sustaining improvements once they are in place. (Contains 47 references.) (RKJ)

ED 461 162 EA 031 371

DeSchryver, David A.
Private Scholarships: A Matter of Priority.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Costs; *Educational Vouchers;

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; Data Collection; *Educational Improvement; Educational Philosophy; *Educational Research; Elementary Secondary Education; Performance Factors; *Research Design; Research Methodology; Research Reports
IDENTIFIERS- *Learning Communities

This document describes the research design that will guide the Southwest Educational Development Laboratory's efforts in constructing procedural knowledge ("know-how" or working knowledge) needed to transform low-performing school districts and schools into high-performing learning communities. Little is known about procedural knowledge in this context. The research design focuses on three questions: (1) To what extent are low-performing districts and schools increasing their capacities to work systemically and thereby transform themselves into high-performing learning communities? (2) What strategies contribute to increasing the capacities of low-performing districts and schools to work systemically and transform themselves into high-performing learning communities? and (3) What knowledge, skills, and tools are needed by technical-assistance providers to transform low-performing districts and schools, and what training is needed to equip them to do this work? A minimum of 40 low-performing sites will be selected for the study. Methods of data collection and analysis, study limitations, and participation incentives are described. Results will be reviewed and summarized in a report submitted to the Office of Educational Research and Improvement, U.S. Department of Education, annually. An appendix contains demographic and contextual information. (Contains 18 references and 1 table.) (RT)

ED 461 181 EA 031 503

A Legal Odyssey, 2001. Papers of the Education Law Association Conference (47th, Albuquerque, New Mexico, November 15-17, 2001). Topic Outlines.
PUB DATE- 01
NOTE- 689p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Professional Development; *School Law

This document is a collection of 53 topic outlines and conference papers whose topics cover a multitude of aspects of educational law. Subjects include the impacts of the Individuals with Disabilities Education Act (IDEA) on "normal" students, rights of nontenured teachers, sexual discrimination and harassment, school disciplinary issues, technology and the law, alcohol and drug issues, investigation without litigation, the affects of off-duty conduct on employment actions, corporal punishment, legal issues in teacher accountability, religion and the schools, collective bargaining and retirement, drug-testing policies, educational equality, charter and voucher schools, school administrator education in school law, school desegregation and barriers to integration, changes and trends in methodologies of teaching school law, violence and school-security issues, issues surrounding the superintendent's contract, alien and homeless student education issues, juvenile offenders and residential placement issues, funding-equity issues, compensatory educational services, dress codes, governance over school curriculum, issues involving teacher tenure, gifted student issues, functional behavior assessment, Honors and Builds on Differences" (Mara Sapon-Shevin); and "Community Learning in Inclusive Schools" (Michael Peterson). Section 5 describes behavioral considerations and includes: "Strategies for Managing an Inclusive Classroom" (Annette Iverson); "Support and Positive Teaching Strategies" (Wade Hitzing); "A Functional Approach to Dealing with Severe Challenging Behavior" (David P. Wacker and others); and "Some Notes on Positive Approaches for Students with Difficult Behavior" (Herbert Lovett). The final section contains: "Inclusion and the Development of a Positive Self-Identity by Persons with Disabilities" (Susan Stainback and others); "Gaining and Utilizing Family and Community Support for Inclusive Schooling" (Lynne C. Sommerstein and Marilyn R. Wessels); and "Concluding Remarks: Concerns about Inclusion" (Susan Stainback and William Stainback). (Each chapter includes references.) (CR)

ED 461 199   EC 305 797

Ford, Bridgie Alexis, Ed.
Multiple Voices for Ethnically Diverse Exceptional Learners. 1997.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Black Students; Cooperative Learning; Cultural Awareness; *Cultural Differences; *Disabilities; *Diversity (Student); Elementary Secondary Education; Emotional Disturbances; Ethnicity; *Gifted; Language Minorities; Limited English Speaking; *Minority Group Children; *Multicultural Education; Peer Teaching; Tutoring; Writing for Publication

This collection of articles focuses on the paradigms, research, policies, and daily school practices that tend either to reduce or perpetuate inequities in educational opportunities for culturally and linguistically diverse individuals with disabilities and/or gifts and talents. Articles in this issue include: (1) "Developing a Multicultural and Student-Centered Educational Environment for Students with Serious Emotional Disturbances" (Brian Kai Yung Tam and Ralph Gardner), which focuses on the use of a multicultural and student-centered pedagogy and curriculum for students with serious emotional disturbances, including strategies such as cooperative learning, peer tutoring, and "low-tech" strategies; (2) "Ethnic Minority Scholars Writing for Professional Publication: From Myths to Reality" (Fred Spooner, Bob Algozzine, Martha Thurlow, Festus E. Obiakor, and Bill Heller), which explores misconceptions about professional writing that detract from productivity, offers suggestions on how to make writing a part of a regularly scheduled activity, and provides perspectives from ethnic minority scholars; (3) "Success with a Student with Limited English Proficiency: One Teacher's Experience" (Whitney Hosmer Rapp), which describes the successful remedial activities that were used with a Vietnamese speaking fourth grader with a learning disability; (4) "Making Connections: Developing Strategies To Teach African-American Gifted Learners Effectively" (Joy L. Baytops and Dennis Reed), which discusses the diverse characteristics of African-American gifted learners and provides a rationale for designing specific institutional programs to meet their needs; and (5) "Understanding and Serving American Indian Children with Special Needs" (Helen Bessent Byrd), which presents an interview with three Native American professionals about critical educational issues and

IDENTIFIERS- Individuals with Disabilities Education Act

This paper examines issues in the inclusion of parents and families of children with disabilities in the educational process, including societal changes affecting families, barriers to family involvement, changes in the definition of parent involvement, and principles for involving families. A section on background notes the importance of family involvement in federal legislation, especially the Individuals with Disabilities Education Act. Changes in family structure and in society are noted, including increases in the number of working mothers and America's high infant mortality and teen pregnancy rates. Barriers to parent and family involvement are specifically identified, including time pressures, discrepancies in values between home and school, childcare problems, language barriers, and cultural differences. Ten principles of family involvement are stated, such as: (1) families require individualized services and programs; (2) all families and children have their strengths; (3) most parents do care and want to help their children; (4) acceptance of and respect for diverse cultural, ethnic, and racial heritages, lifestyles, and values are essential; and (5) family involvement should be integrated throughout the entire education services system. Implications are drawn for home, school, and community environments in the critical areas of caring and support, high expectations, and meaningful participation. (Contains 38 references.) (DB)

ED 461 219 EC 306 420

State Eligibility Criteria for Educable Mentally Handicapped (EMH) and Trainable Mentally Handicapped (TMH).

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 97

NOTE- 11p.; Compiled by the Mid-South Regional Resource Center.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Definitions; Elementary Secondary Education; *Eligibility; *Mild Mental Retardation; *Moderate Mental Retardation; Special Education; State Legislation; *State Standards

This document presents the definitions and special education eligibility requirements for the categories of educable mental retardation and trainable mental retardation for 13 states. Listings typically cite the appropriate state legislation or regulation, summarize the definition and/or eligibility criteria, and cite the source and its date. The Otates included are: Alabama, Arizona, Delaware, Florida, Kansas, Kentucky, Michigan, North Carolina, North Dakota, New Jersey, Oklahoma, Tennessee, and West Virginia. (DB)

ED 461 220 EC 306 467

Mental, Emotional and Behavior Disorders in Children and Adolescents. Factsheet.

PUB DATE- 96

NOTE- 6p.; Contributions to the Preparation were made by National Institute of Mental Health.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Agency Cooperation; Anxiety; Attention initiatives. Appendices include definitions and the survey. (CR)

ED 461 238 EC 308 788

Foss, Jean M.
Nonverbal Learning Disability: How To Recognize It and Minimize Its Effects. ERIC Digest.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest E619.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Accommodations (Disabilities); Elementary Secondary Education; Interpersonal Competence; *Learning Disabilities; Mathematics; *Mathematics Instruction; Multisensory Learning; Spatial Ability; *Student Characteristics; Symptoms (Individual Disorders); *Teaching Methods; Verbal Ability
IDENTIFIERS- *Nonverbal Learning Disabilities

This digest provides an overview of nonverbal learning disabilities (NLD) along with principles for designing and implementing instructional interventions to address its effects. It begins by explaining characteristics of students with NLD, including their tendency to focus on details rather than on the larger picture, the difficulties they may have with mathematical concepts, and the trouble they may have copying spatial designs and drawing these from memory. Strategies for modifying the environment are provided. The need for direct instruction for students with NLD is emphasized and the following recommendations are made for teaching students with NLD: (1) be clear and direct in addressing the difficulty; (2) gain a commitment from the learner to collaborate to improve the weakness; (3) begin the work with what is most familiar and simple; (4) rely heavily on the student's verbal and analytic strengths; (5) model verbal mediation of nonverbal information; (6) provide specific sequenced verbal instructions; (7) provide instruction to associate and integrate verbal labels and description directly with concrete objects, actions, and experiences; (8) encourage the student to use multisensory integration; (9) teach in a sequential fashion; and (10) identify opportunities to generalize newly learned skills to other situations. (CR)

ED 461 239 EC 308 789

Massanari, Carol
SEA Leadership and General Supervision of the Education of Children and Youth with Disabilities: Responsibilities, Skills, and Requirements.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administration; Conflict Resolution; *Disabilities; Elementary Secondary Education; Federal Regulation; Knowledge Level; *Leadership; *Leadership Qualities; Skill Development; *Special Education; State Programs; *Supervision; Supervisor

Aptitude: The Role of Personality Variables" (Ehrman) (abstract only); "Zero-Based Language Test Design or Where's the Test's Focus" (Pardee Lowe, Jr.) (abstract only); "Aptitude Tests: Conception and Design" (James R. Child); "Models of Language Ability: Some Practical Considerations from a European Perspective" (John H. A. L. de Jong) (abstract only); "Aptitude from an Information-Processing Perspective" (Barry McLaughlin); "Learner Characteristics in Second Language Acquisition" (J. M. O'Malley, Anna Uhl Chamot) (abstract only); "Improving the Measurement of Language Aptitude: A Psychometric Analysis of the Defense Language Aptitude Battery" (Frances E. O'Mara, Thain) (abstract only); "Improving the Measurement of Language Aptitude: The Potential Contribution of L1 Measures" (Thain); "A Factor Analytic Study of Language Learning Strategy Use Older and Younger Adults" (Landes Holbrook, C. Eric Ott, Mary Lee Scott, Cheryl Brown) (abstract only); "Exploring Your Own Learning Style: A Workshop" (Ehrman) (abstract only); "Psycholinguistic Issues in the Assessment of the Sub-Component of Language Abilities" (Brian MacWhinney); "Using Machine-Based Retrospective Correlation Data for Prospective Aptitude Assessment. Is Letting Computers Use the Past To Predict the Future Useful for Communicative Language Teaching?" (Frank Borchardt, Ellis Batten Page, Fred Jacome) (abstract only); and Test Theory and Language Learning Assessment" (Robert J. Mislevy). The conference program is appended. (MSE)

ED 461 259   FL 024 539

Spolsky, Bernard
Prognostication and Language Aptitude Testing, 1925-62.
PUB DATE- 94
NOTE- 26p.; In: Language Aptitude Invitational Symposium Program Proceedings (Arlington, VA, September 25-27, 1994); see FL 024 538. Based on chapter from author's book: "Measured Words," published by Oxford University Press. March 1995. Edited version published in "Language Testing," 12(3), p321-340, 1995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Educational History; Foreign Countries; *Individual Differences; *Language Aptitude; *Language Tests; Measurement Techniques; *Prediction; Second Language Programs; Student Placement; *Testing
IDENTIFIERS- *Modern Language Aptitude Test

Objective public testing methods were brought into use in language programs in the 1930s, primarily to justify decisions to exclude unqualified students from high school foreign language classes. In the United States, after World War II, government language programs supported research into the assessment of language aptitude to improve selection techniques for expensive, intensive language training. While one such study by a group of psychologists failed, another led to development of usable language aptitude tests, the Modern Language Aptitude Test. This study concluded that language aptitude consisted of four distinct, measurable abilities: phonetic coding; grammar handling; rote memorization of a large number of vocabulary items; and inductive language learning ability. It also added three important dimensions to prognosis: measurement of some of the components of individual variation in language aptitude; a model showing how measurable abilities interact with goals and methods; and illustration that aptitude was only one of the factors involved in the general theory of difficult texts comprehensible; and L1 use can save time and have a positive effect on the teacher-student relationship. Teachers are cautioned not to let the L1 dominate or persist in classroom communication, and to consider carefully their reasons for glossing any English word in Japanese. (Contains 23 references.) (MSE)

ED 461 281 FL 025 117

Gehrmann, Alfred
Allein Gegen alle Deutschunterricht in der Grossklasse (Alone against the World: Teaching German to Large Classes).
PUB DATE- 96
NOTE- 5p.; In: On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 2-5, 1995); see ED 402 769. Contains abstract in English.
LANGUAGE- German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; Classroom Techniques; Foreign Countries; *German; Grouping (Instructional Purposes); Higher Education; Homework; *Large Group Instruction; Second Language Instruction; Second Language Learning; *Small Group Instruction; *Student Evaluation; Testing
IDENTIFIERS- Japan

Teacher-centered presentation is generally considered the only way of teaching in large classes, whereas a learner-centered communicative approach is not considered feasible. This applies even more to language teaching, where the difference between the native speaker's knowledge and the students' command of the language hinder communication. In teaching German as a second foreign language in Japan, new approaches have been used successfully. The notion behind them is to use the students' didactic competence by having them work in groups of four throughout the class. Instructors can apply available instructional materials to facilitate these groups. Students can be directed to use a wide variety of methods enabling them to gain active understand of the new language. A combination of group evaluation, homework check, and written testing provides sufficient basis for individual evaluation of students' ability and progress. (Author/MSE)

ED 461 282 FL 025 181

Nakamura, Yuji
Development of an English Speaking Test--Establishing Validity through Multitrait-Multimethod (MTMM) Analysis.
PUB DATE- 97
NOTE- 31p.; Published by International Christian University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Achievement Tests; Audiotape Recordings; *Construct Validity; *English (Second Language); Language Research; Language Skills; *Language Tests; Second Language Instruction; Standardized Tests; Test Construction; *Test Validity; Testing; *Verbal Tests

The process of designing and validating a test of English-as-a-Second-Language (ESL) speaking skills is described. The study examined: (1) whether nine traits (pronunciation, grammar, discourse, fluency, content, vocabulary, comprehensibility, Literacy Education)

ED 461 302 FL 801 224

Current Assessment Practices: A Report from the Virginia Assessment Study Group.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Correctional Education; English (Second Language); Evaluation Criteria; *Evaluation Methods; Family Programs; *Instructional Effectiveness; Literacy Education; *Program Effectiveness; *Program Evaluation; Second Language Instruction; *Student Evaluation

The report details the activities of the Virginia Assessment Study Group in documenting the utility of various approaches to assessing adult education programs and instruction within the state. A group of diverse practitioners convened during 1997 to establish project objectives and research questions and to report on their work. The reports of seven group members, all adult education teachers, concerning a variety of assessment procedures are presented here. The members bring experience from the fields of adult basic education, English as a second language (ESL), correctional education, social services, and family literacy programming. Reports include information about the types of learners and classes involved, the physical setting, class schedules, enrollment procedures, and relevant employment situations. Recommendations for assessment practices and for future study groups emerging from the project are also presented. (Contains 102 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 461 303 FL 801 459

Silliman, Anna, Ed.
Hands-On English: A Periodical for Teachers and Tutors of Adult English as a Second Language, 2000-2001.
PUB DATE- 01
NOTE- 98p.; Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Class Activities; Classroom Techniques; *English (Second Language); Grammar; Listening; Literacy; *Professional Development; Reading; Teacher Education; *Teaching Methods; Vocabulary; Writing (Composition)

This newsletter is designed to help English and a second language teachers and tutors with practical teaching ideas. The articles are contributed by experienced teachers and tutors. Each issue includes some of the following regular features: "Letters"; "Hints and Tips"; "Tools and Techniques"; "From the Field"; "Reading"; "Multilevel Dictation"; "Multilevel Crossword Puzzle"; "Cultural Activity"; "Conversation"; "On the Market"; "News and Notes"; "Grammar Grab-Bag"; "ESL Games"; "Conversation Activity"; "Reading Activity"; "Listening Activity"; "Vocabulary Activity"; and "Idea File." Cover articles include the following: "Fresh Ideas for Spring"; "Warming Up for the Olympics"; "A Flurry of Fall Activities"; "Teaching as a Sport"; "Difficult Conditions"; and "'Tis the and Web sites for recruiting, and work environment changes expected by employers during the next 5 years. Other report sections cover survey procedures and types of and geographic locations of employer respondents. (SW)

ED 461 322   HE 031 315

Mitchem, Arnold L.
An Examination of Federally Supported Retention Models in American Higher Education: The Policy and the Politics.
PUB DATE- 96
NOTE- 25p.; Paper presented at the European Access Network Conference (Amsterdam, Netherlands, July 1, 1996). Contains light type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Access to Education; College Students; *Developmental Studies Programs; *Educationally Disadvantaged; High Risk Students; Higher Education; Needs Assessment; Nontraditional Students; Outcomes of Education; Policy Formation; School Holding Power; *Student College Relationship; Student Financial Aid; *Student Needs; Student Placement

This paper, presented at an international conference, addresses the ways in which the U.S. federal government has attempted since 1965 to use higher education as a means to equalize opportunity in American society. Over the years, the original federal need-based student aid programs changed and began to focus more on student supportive services and retention strategies. There are three student support services models. The first special enrollment model is found most often in four-year selective colleges and universities in which program staff members select a group of students upon which to concentrate services; in some instances program staff members are also involved in the institution's admissions and financial aid decisions. Such programs focus on two related obstacles to student success: the students' perceived academic weakness and the institution's own limitations. The second, developmental education model, found mostly in two- and four-year colleges, focuses more narrowly on students' lack of preparation; students are usually selected based on admissions test scores. The third, laboratory model, an approach most often found at publicly supported institutions with high percentages of disadvantaged students, generally relies on self-selection as a means of identifying students; programs most often concentrate on one or a group of services, such as tutoring. (MAB)

ED 461 323   HE 031 316

Mitchem, Arnold L.
Setting Funding Priorities for Access: An American Perspective.
PUB DATE- 97
NOTE- 16p.; Paper presented at the European Access Network Conference (Cork, Ireland, June 27, 1997). Contains light type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; College Students; *Educational Equity (Finance); *Educational Finance; Educationally

450 624.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; College Bound Students; College Freshmen; Community Colleges; *Enrollment Trends; Full Time Students; Graduate Study; High School Graduates; *Higher Education; Part Time Students; Private Colleges; Public Colleges; Racial Differences; Sex Differences; State Colleges; Tables (Data); Technical Education
IDENTIFIERS- *Minnesota

This report presents data tables on fall 2000 enrollment at Minnesota's public and private postsecondary education institutions. An introduction and glossary precede the body of the report, which has four parts: (1) 5-year summaries for each postsecondary institution, including total enrollment, male and female enrollments, new entering student enrollments, and totals by type of institution; (2) residence data, including county of residence for new entering students and residency by state and foreign country for out-of-state students; (3) data on participation in postsecondary education, including participation rates of 2000 Minnesota high school graduates, distribution of new entering students by year of high school graduation, and participation rates by county of new entering students; and (4) enrollment data for each institution, summarized by level of study, gender, and full- or part-time status. (Contains 63 tables.) (SLD)

ED 461 344 HE 034 624

Glenn, Norval; Marquardt, Elizabeth
Hooking up, Hanging out, and Hoping for Mr. Right: College Women on Dating and Mating Today.
SPONS. AGENCY- Independent Women's Forum, Arlington, VA.
PUB DATE- 01
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Dating (Social); *Females; Higher Education; *Mate Selection; *Social Values; Student Attitudes

An 18-month study of the attitudes and values of today's college women regarding sexuality, dating, courtship, and marriage, involving in-depth interviews with a diverse group of 62 college women on 11 campuses, supplemented by 20-minute telephone interviews with a nationally representative sample of 1,000 college women yielded several major findings. Marriage appears to be a life goal for the majority of these women, and most would like to meet a spouse while at college. However, there are important aspects of the college social scene that appear to undermine the likelihood of achieving the goal of a successful future marriage. For example, since 1980, women have outnumbered men attending college. Relationships between college men and women today are often characterized by either too little commitment or too much, leaving women with few opportunities to explore the marriage worthiness of a variety of men before settling into a long-term commitment. "Hooking up," a distinctive sex-without-commitment interaction, is widespread on campuses and profoundly influences campus culture even though a minority of students engage in this practice. The term "hooking up" is ambiguous, and could mean anything from

(Scotland)

The "Vicarious Learner" project at Glasgow Caledonian University and the University of Edinburgh is looking broadly at issues concerning the role of dialogue in learning. This paper looks at the more general question of how the value of dialogue in learning depends on the structure of the environment in which it takes place. In particular, it considers dialogue which takes place in a computer-mediated communication (CMC) environment, an approach which is being adopted in many courses from primary schools through postsecondary university courses and continuing education, often uncritically and without fully understanding all the issues which arise from these methods. As part of this project, courses are taught which require students to discuss topics using an Internet forum. The Computers in Teaching and Learning (CTL) course has been taught twice using this discussion component. Examples are given in this paper of discussion organization and content in both the CTL courses. A series of Task Directed Discussion games (TDDs) are being developed which encourage students quickly to engage in meaningful discussions early in a course. (AEF)

ED 461 366 IR 020 989

Sherman, Chris; Price, Gary
The Invisible Web: Uncovering Information Sources Search Engines Can't See.
PUB DATE- 01
NOTE- 439p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Information Retrieval; Information Services; Information Sources; *Internet; *Online Searching; *Search Strategies; *World Wide Web
IDENTIFIERS- Search Engines; Web Sites

This book takes a detailed look at the nature and extent of the Invisible Web, and offers pathfinders for accessing the valuable information it contains. It is designed to fit the needs of both novice and advanced Web searchers. Chapter One traces the development of the Internet and many of the early tools used to locate and share information via the Internet. Chapter Two examines the two predominant Web search services: search engines and Web directories. Chapter Three discusses alternative search tools for locating information that, while not part of the Invisible Web, is still difficult if not impossible to find using general-purpose search engines and directories. Chapter Four defines the Invisible Web, and delves into the reasons why search engines can't "see" its content. Chapter Five focuses on how to recognize Invisible Web content. Chapter Six discusses why and when to use the Invisible Web to make Web searching time more efficient by selecting the best available search tool for each particular task. Chapter Seven presents eight scenarios that demonstrate both the power of Invisible Web resources, and why general-purpose search tools fail at finding the materials used in the examples. Chapter Eight takes a brief look at some of the more interesting approaches and projects likely to illuminate portions of the Invisible Web in coming years. The directory section of the book begins with Chapter Nine, which describes a number of pathfinder sites that provide links to high-quality Invisible

Transborder Library Forum Proceedings = Memorias del Foro Binacional de Bibliotecas (2nd, Hermosillo, Mexico, March 20-21, 1992).
PUB DATE- 92
NOTE- 86p.; The majority of the document is in Spanish. Forum organized by Jesus Carlos Salas Plascencia. Cosponsored by the Association Sonorense de Bibliotecarios, A.C. (Sonoran Librarians Association) with the Arizona State Library Association, the American Library Association, U.S. Mexico Committee, Asociacion Mexicana de Bibliotecarios (Mexican Librarians Association) and Colegio Nacionel de Bibliotecarios (National Librarians College). Supported by the Secretaria de Educacion y Cultura, Sonora.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cataloging; Computer Networks; Foreign Countries; Freedom of Speech; Information Technology; Intellectual Property; *International Cooperation; *Libraries; Library Acquisition; Library Catalogs; Library Collection Development; Library Cooperation; Library Education; Library Networks; Library Personnel; Library Planning; *Library Services; Microcomputers; Preservation; Strategic Planning
IDENTIFIERS- *International Librarianship; *Mexico

At the second Transborder Library Forum, 181 participants from the United States and Mexico gathered to discuss topics of international librarianship. The proceedings include the following sections: Discurso de Bienvenida (Welcome Speech) (Carlos Salas); "El Etnocentrismo Mexicano y Los Servicios de Informacion" (Mexican Ethnocentrism and Information Services) (Jesus Lau); "Navigating the Cultural Membrane" (in English) (Sheila Milam); "Transferencica de Informacion Entre Mexico y Estados Unidos" (Information Transfer Between Mexico and the United States) (Margarita Almada de Ascencio); and "Propiedad Intelectual y El Tratado de Libre Comercio" (Intellectual Property and the Treatise on Free Trade) (Julio Javier Cristiani). Topics discussed at "las sesiones de mesas de trabajo" (working table sessions) include: international and interchanging libraries; shared resources; marketing/promoting the library; preservation and conservation; shared cataloging; library education; libraries and new technologies; collection development for linguistic minorities; rural libraries; and strategic planning. A list of participants and a schedule for the next conference are appended. (SWC)

ED 461 385 IR 056 462

Trinational Library Forum Proceedings = Memorias del Foro Trinacional de Bibliotecas = Actes de Forum Trinational Des Bibliotheques (4th, Monterrey, Mexico, February 24-26, 1994).
PUB DATE- 94
NOTE- 141p.; Some text may not reproduce well. Sponsored by the Centro de Informacion-Biblioteca, Monterrey.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cataloging; Childrens Libraries; Computer Networks; Foreign Countries; Freedom of Speech; Information Technology; *International Cooperation; *Libraries; Library Acquisition; Library Collection Development; Library Cooperation; Library Networks; Library Planning; *Library Services; Microcomputers; Public Libraries; Publishing Industry
IDENTIFIERS- Canada; *International Librarianship; Mexico

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Community Colleges; Educational Change; Educational Finance; Educational Improvement; *Educational Planning; *Educational Technology; *Information Systems; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This plan issued by Miami-Dade Community College (MDCC) focuses on how the acquisition of new technology tools would benefit the educational process and support the college's mission to provide accessible, affordable, and high-quality education. Presented are ideas regarding the services and opportunities that MDCC hopes to make available to the college community. Through wide distribution of this Master Plan to college students, faculty, staff, administration, and members of the district Board of Trustees, the college seeks to compile responses and form a consensus on goals and objectives. The plan discusses the strengths, challenges, goals, objectives, and strategies for each of the following: (1) background, assumptions, and guiding principles for the Master Plan; (2) report structure; (3) academic technology and student support; (4) distance education; (5) technology administration and funding; (6) information systems; (7) technical standards; and (8) policies and procedures. Appendices A through I contain College Technology Committee/Subcommittee membership, volunteer memos, standard technology specifications for facilities, repair procedures, proposed student computer survey, and ad hoc technology committee report. (AS)

ED 461 406 JC 990 284

Brodsky, Stanley M.; Arroyo, Carmen G.
The College Pairs Study: Evaluation of Tech-Prep in New York State.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
PUB DATE- 99
NOTE- 22p.; Supported by a Vocational and Applied Technology Education Act (VATEA) Grant from the New York State Education Department, Bureau of Higher Education Opportunity Programs (HEOPS), VATEA & Scholarships, Project No. 8080-99-0082.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Research; High Schools; Institutional Evaluation; *Learning Strategies; Program Development; Student Characteristics; *Tech Prep; Two Year Colleges
IDENTIFIERS- *New York

This document is part of a series of reports of a Statewide Evaluation Study of the Tech-Prep Program in New York State. The Pairs Study involved analysis of Tech-Prep vs. non-Tech-Prep student performance using 14 pairs of institutions - one college and its feeder high school. Research utilized high school and college transcripts for 391 students who had enrolled in the college that was paired with the high school from which they graduated. While the Tech-Prep group showed significantly higher cumulative high school averages, the difference was small, indicating that the effects of Tech-Prep were just beginning to materialize and that the sample groups were substantially equal in high school performance. About two-thirds of Tech-prep students were minority, as compared to one-used, materials and equipment required, and training time for each topic or section. The topics covered in this module are: (1) understanding injuries in the childcare setting; (2) risk of injuries related to stages of development; (3) safety policies and behavior development; (4) regular safety checks of indoor and outdoor environments; (5) motor vehicle, transportation, and pedestrian safety; (6) child abuse; (7) sudden infant death syndrome; (8) burns and fire; (9) mechanical airway obstruction: choking, strangulation, and suffocation; (10) falls; (11) poisoning; (12) oral/dental injury; (13) shaken baby syndrome; (14) drowning; (15) firearm injuries; (16) emergency procedures; (17) toy safety; and (18) back injury among providers. Three appendices contain resources, sample forms, and a six-item bibliography. (KB)

ED 461 425 PS 030 125

Serving Children in Biracial/Bi-Ethnic Families: A Supplementary Diversity Curriculum for the Training of Child Care Providers.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
PUB DATE- 00
NOTE- 129p.; Topic #4 is not listed in the Table of Contents, but begins on page 56. Funded by a grant from the K&F Baxter Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Caregiver Training; *Child Caregivers; Class Activities; *Curriculum; Day Care; *Diversity (Student); Ethnic Groups; Labeling (of Persons); Leaders Guides; Learning Activities; *Multicultural Education; *Multiracial Persons; Transracial Adoption; Values Education
IDENTIFIERS Identity Formation; *Multiracial Family

Because of increasing numbers of children from biracial/bi-ethnic families attending childcare programs and increasing awareness of cultural diversity, and in recognition of the connection between a child's success and his or her racial/ethnic self-esteem, this curriculum is intended to help childcare providers integrate activities and materials that focus specifically on biracial/bi-ethnic children into existing multicultural or other curricula. Facilitated discussions that promote the sharing of ideas and experiences are core elements of this curriculum. The training guide begins with a glossary of relevant terms, a rationale for creating a curriculum pertaining to biracial/bi-ethnic children, and suggestions for using the curriculum. The subsequent topic areas each include learning objectives, teaching methods or suggested activities, required materials, and additional information. A framework for presenting each topic area includes the use of videotapes, handouts, overhead transparencies, additional readings, and resources for further exploration. The topics presented in this curriculum are: (1) "Ages and Stages of Identity Development"; (2) "Identifying and Responding to the Unique Needs of Biracial/Bi-Ethnic Families"; (3) "Racial/Ethnic Labeling"; (4) "The Impact of Environmental Factors on Biracial/Bi-Ethnic Children"; (5) "Ensuring Cultural Sensitivity in Child Care Programs for Biracial/Bi-Ethnic Children"; and (6) "Integrating Materials and Activities on Biracial/Bi-Ethnic Children into Existing Multicultural/Anti-Bias Curricula." The final section of the guide contains lists of resources for trainers: organizations, videotapes, multicultural/anti-bias curricula, Web site resources, and an annotated bibliography of 115 books investigated a "new role" for agriculture as a key element for developing rural students' basic skills of literacy and numeracy. Volume 2, the second phase of the project, involved case studies of four developing countries in which contextualization of learning and teaching is supported by educational policy and practice. Contextualization of learning occurs when curriculum content and the methods and materials associated with it are directly related to the experiences and environment of the learner. The literature review concludes that serious problems affect the provision and effectiveness of primary schooling in developing countries, particularly in rural areas; that the curriculum in rural primary schools in developing countries is centralized, inflexible, and geared toward an urban middle-class context; that the contextualization of teaching and learning has the potential to strengthen links among the learning environments of school, home, and community; and that agriculture may act as a unifying theme for curricula relevant to rural primary students. Implications for educational practice in the use of agriculture as a contextualizing medium for instruction are discussed relevant to language, science, mathematics, social studies, nutrition, and health instruction. Examples of the integrated approach to curriculum development, which in some cases involved contextualization of teaching and learning, are provided for the following countries: Malaysia, Uganda, Cameroon, Jordan, Papua New Guinea, Sri Lanka, Tanzania, Brazil, Kenya, India, Colombia, Ethiopia, Zambia, and Guatemala. (Contains 147 references and numerous data tables and photographs.) (LP)

ED 461 444 RC 021 305

Pratt, Mary Lou, Ed.
Rural Libraries: Volume XVII, 1997.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Information; *Bookmobiles; *Databases; Elementary Secondary Education; *Internet; *Library Services; Library Surveys; Outreach Programs; *Public Libraries; *Rural Areas; Users (Information)
IDENTIFIERS- Arizona; Illinois; Keystone Central School District PA; Nigeria; Pennsylvania; Tennessee (Shelby County)

The 1997 volume of Rural Libraries includes two issues containing seven articles. Articles are: (1) "Information Access through Electronic Databases for Rural Public Libraries" (Kitti Canepi); (2) "Bookmobiles in the Burbs" (Joyce Voss); (3) "Bookmobile Survey" (Liam Kennedy); (4) "Connections: Internet in Rural Pennsylvania Libraries" (Kathryn Saupp); (5) "KCNET: A Rural Area Network Model" (Judith Yoho); (6) "Public Library Service in Nigeria: Clientele Evaluation of Offa Township Library" (J. F. Opaleke); and (7) "Outreach and the Public Need" (Judith A. Drescher). The final section, "Bookmobiles: A Bibliography of Resources" (Laura Blasingham). Contains 18 pages of references. (SV)

ED 461 445 RC 021 310

Brayboy, Mary; Garcia, Bernard
Formula Grant Application Process.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Regional Conference on

ED 461 461 RC 023 309

Lewicki, James
Cooperative Ecology & Place: Development of a Pedagogy of Place Curriculum.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Responsibility; Community Involvement; *Cooperative Learning; *Ecology; *Educational Environment; *Educational Principles; Elementary Secondary Education; Environmental Education; *Experiential Learning; Lifelong Learning; Outdoor Education; *School Community Relationship
IDENTIFIERS- Environmental Awareness; *Place Based Education; Sense of Community; Sense of Place

The major tenets of a pedagogy of place are that nature teaches; understanding place is indispensable to community; where and how a student learns is as vital as what a student learns; and respect is integral to learning. Environmental literacy is the capacity to perceive and interpret the relative health of environmental systems and to take appropriate action to maintain, restore, or improve the health of those systems. This kind of environmentally literate "grounding" begins close to home, where the home, community, and school can encourage and provide connections between the student and the land. Only a pedagogy of place can elicit this place value among future generations. A pedagogy of place enables us to see how ecological principles such as climate, symbiosis, succession, niche, and community apply to humans and school. A pedagogy of place is committed to civic responsibility in that students learn to balance the rights of individuals and the ecological rights of place within the larger civic order. One goal of a pedagogy of place is to develop the skills and enthusiasm for lifelong learning. Tools for implementing a pedagogy of place include cooperative skills, encouragement, and praise. Assessment should involve self-evaluation, presentations and projects, a portfolio conference, and a community evening highlighting learning accomplishments. The sustainability of a learning community depends upon an attitude of mutual trust and a willingness to suspend judgement while different ideas mingle freely. (TD)

ED 461 462 RC 023 312

Rural Telecommunications Policy Panel. Final Report and Recommendations.
PUB DATE- 00
NOTE- 46p.; Cover title: "Minnesota Rural Telecommunications Initiative: Final Report and Recommendations. Rural Telecommunications Policy Panel."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indians; Economic Development; *Educational Needs; Government Role; *Information Technology; Labor Force Development; On the Job Training; *Public Policy; *Rural Areas; State Aid; State Regulation; Technological Literacy; *Telecommunications
IDENTIFIERS- *Access to Technology; *Minnesota;

motivates them to pursue studies in these areas. This document is a feasibility report for establishing a Challenger Learning Center in the city of Kenai in Alaska. Sections include: (1) Executive Summary; (2) Introduction; (3) Overview and Background; (4) Challenger Center's Place in Kenai; (5) Challenger Center Programs; (6) Audience and Market Analysis; (7) Facility Design; (8) Facility Ownership and Operation; (9) Construction Cost and Funding; and (10) Benefits to the Area and to the State of Alaska. Appendices contain information on demographics, Challenger Learning Centers, and construction and financing. (JRH)

ED 461 480 SE 060 325

Bielefeld, Marilyn; Daniels, Sadie; Hall, Yolanda; McClendon, Cecil; Schlinger, Gary
Physics and Physical Science Units for Tech Prep.
SPONS. AGENCY- Indiana Univ. Northwest, Gary.; Gary Community School Corp., IN.; Merrillville Community School Corp., IN.; Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 97
NOTE- 36p.; A produce of the PACE Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Industry; Chemistry; Curriculum Guides; Electricity; High Schools; Integrated Curriculum; *Interdisciplinary Approach; Mathematical Concepts; Mathematics; Measurement; *Physical Sciences; Physics; Scientific Concepts; Teaching Guides; *Tech Prep; Technical Education; *Technology
IDENTIFIERS- Gary Public Schools In; Merrillville Community School Corporation IN

Promoting ACademic Excellence in Mathematics and Science for Workers of the 21st Century (PACE) was a consortium project made up of Indiana University Northwest, the Gary Community Schools, and the Merrillville Community Schools. The focus of this project was to prepare teachers and curricula for Tech Prep mathematics and science courses for the two school districts. The courses and course units prepared by the project are intended to promote the Core 40 Competencies of the Indiana Department of Education for High School courses. This document contains units for Physics and Physical Science designed to help students with a wide range of backgrounds and abilities learn physics. The Physics course includes the following units: (1) The Mathematics of Physics and Measurement; (2) Newton's Laws of Motion; (3) Electricity and Magnetism; and (4) Heat, Temperature, and Engines. The Physical Science course includes activities that link the traditional English, math, and physical science classes. Units in this course include: (1) Measure of Volume, Mass, Length; (2) Derived Measurements, Scalar Quantities; (3) The Chemical Industry; (4) Workplace Applications of Triangle Math; and (5) Motion and Energy. (JRH)

ED 461 481 SE 060 326

Wesson, Ada Crosby; Williams, Michelle; Barnes, Johnny; Boleware, Reaner; Hilton, Barbara; Littman, John; Smith, Bernice; Ward, Charles; Wares, Melvin; Williams, Joyce
Biology: An Applied Approach.
SPONS. AGENCY- Indiana Univ. Northwest, Gary.; Gary Community School Corp., IN.; Merrillville Community School Corp., IN.; Indiana State Commission for Higher Education, Indianapolis.

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Communication; *Educational Assessment; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; *Mathematics Education; Problem Solving
IDENTIFIERS- International Congress on Mathematical Education

This document contains the reports of the travel grant awardees who participated in the eighth International Congress on Mathematics Education (ICME-8) in Sevilla, Spain, July 14-21, 1996. The support of these awardees marks the importance placed on mathematics education in the United States and participation in the international congresses. This document includes the individual reports of the awardees emphasizing sessions attended, reports on the content of the working and topic groups in which the awardees participated, and information gained from ICME-8. Reports are organized by level according to elementary school, middle school, high school, supervisor, community college, university and adult education. Finally, an overall summary of the reports is given. Appendixes include a roster of travel grants and information on attendance assessments. (ASK)

ED 461 501 SE 061 568

Wong, Regina M.; Lawson, Michael J.; Keeves, John
The Effects of Self-Explanation on Students' Problem-Solving in High School Mathematics.
PUB DATE- 98
NOTE- 38p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Grade 9; High Schools; Independent Study; Mathematics Education; *Problem Solving; *Self Evaluation (Individuals); Student Attitudes; *Study Skills

The performance of a group of grade 9 mathematics students trained to use a self-explanation procedure during study was compared with that of students who used their typical study procedures. The processing activities used by the students during the study session and those used in a subsequent problem-solving test were observed. The focus of analysis was on the knowledge access, knowledge generation, management, and elaboration activities used by students. The self-explanation group showed more frequent use of each type of activity and also obtained higher scores on the problem-solving test. The difference in posttest performance of the groups was greatest on a set of far transfer items. Of particular note was the carryover effect of self-explanation training on students' processing in a subsequent problem-solving session. The relationships among the processing activities, students' beliefs, prior knowledge, and posttest performance were examined using a partial least squares path analysis procedure. Use of the self-explanation method had an indirect effect on performance, this effect being mediated by associated knowledge access and knowledge generation activity. There was no direct effect of method on performance. The strongest predictor of performance was the level of knowledge generation activity. The students' prior knowledge measure had weak direct and indirect effects on performance. Appendixes include: code labels and descriptions of three major categories of events: an illustration of direct and indirect paths in written solutions of two students; and descriptions of manifest and latent variables used in path analysis. (Contains 31 references, 4 tables, and 2 figures.) (Author)

Family and Consumer Sciences: A Chapter of the "Curriculum Handbook." A Resource for Curriculum Administrators.
PUB DATE- 98
NOTE- 124p.; A chapter of the ASCD Curriculum Handbook.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consumer Science; *Curriculum Development; Decision Making Skills; *Family Life Education; *Home Economics; *Home Economics Education; Home Management; *Learning Processes; Secondary Education; Skill Development; Teaching Methods; Thinking Skills
IDENTIFIERS- *Family and Consumer Sciences

This chapter, of the Association for Supervision and Curriculum Development's Curriculum Handbook, contains nine papers covering curriculum guidelines for family and consumer science education (FCSE). The following are included: "Executive Summary" (Sharon S. Redick); "Status of Family and Consumer Sciences Curriculum" (Ann Vail); "Initiatives, Standards, and Curriculum Guidelines" (Bettye P. Smith); "Family and Consumer Sciences Process-Oriented Curriculum: An Essay" (Ruth G. Thomas); "Implementing Family and Consumer Sciences Curriculum" (Patricia Copa, Colleen Mileham); "Principles of Teaching Practice in FCSE" (Janet F. Laster); "What Every Curriculum Administrator Wants to Know about FCSE: Part I" (Cheryl Fedje); "What Every Curriculum Administrator Wants to Know about FCSE: Part II" (Julie Johnson); and "Using a Process-Oriented Approach in Teaching FCSE: A Scenario" (Karen Alexander). (KC)

ED 461 021 CE 076 425

Olson, Lynn
The School-to-Work Revolution. How Employers and Educators Are Joining Forces To Prepare Tomorrow's Skilled Workforce.
PUB DATE- 97
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Apprenticeships; College School Cooperation; *Education Work Relationship; *Educational Change; *Partnerships in Education; Postsecondary Education; Program Effectiveness; Role of Education; *School Business Relationship; Secondary Education; Vocational Education

This book presents a realistic appraisal of the state of efforts to link work and schooling and what can be expected of them. Chapter 1 focuses on the need for a new alliance between educators and employers. It discusses school-to-work (STW) and its variations and origins. Chapter 2 describes some new building blocks on which U.S. high school education should be based, including an end to categorizations such as academic and vocational, college bound and noncollege bound; higher standards; more active and engaging instruction; career exploration; and connection of learning at school and at work. Chapter 3 considers the benefits of STW, especially to apprenticeships and businesses, problems and pitfalls. Chapter 4 analyzes role of higher education in STW--building bridges back to high schools and out to employers. Chapter 5 outlines regional or community-wide strategies that reach out to

Education; Standards; *Vocational Education
IDENTIFIERS- Colorado; Stakeholders

As the sun, moon, and stars helped sea captains to navigate, policy (defined as a formalized idea to encourage change) indicates general direction and speed but does not establish a specific approach to achieve implementation. Formal and informal policies have advantages and disadvantages. These are steps in navigating policy formation: identify the goal; ascertain needed resources; develop support from stakeholders and decision makers; develop a draft policy for circulation and comment; design a preliminary assessment of the policy; and formally present the policy proposal to decision makers. Policies chosen for formulation and implementation build on goals and objectives. Broad and simple policies are proclamations, annual reports, mission statements, board philosophy, and vision statements. More complex and specific policies are strategic goals and organizational unit goals. As the organization absorbs policy directions, it develops rules/regulations that identify standards that services/products produced must meet. Input, process, and output regulations are graduation and curriculum requirements and administrative rules and regulations. Policy organizations (business, industry, parents, students, postsecondary education, and community organizations) formulate and implement different types of policies. A policy check list and policy development workbook could assist with the development of policy. (A policy checklist and policy development workbook are included. Over one-half of the document consists of examples of written policies.) (YLB)

ED 461 039   CE 082 803

Grelet, Yvette; Mansuy, Michele; Thomas, Gwenaelle
The Transition Process: Towards Exclusion or Financial Sufficiency. A French-Irish Comparison.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 01
NOTE- 34p.; Funded within the Targeted Socio-Economic Research program (TSER) as part of the Comparative Analysis of Transitions from Education to Work in Europe project. For the final report, see CE 082 741. Also produced by INSEE (Institut National de la Statistique et des Etudes Economiques).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Developed Nations; Dropouts; *Education Work Relationship; *Employment Patterns; Foreign Countries; Longitudinal Studies; *Low Income; Outcomes of Education; Postsecondary Education; Secondary Education; Sex Differences; Underemployment; *Unemployment; *Vocational Followup; Young Adults
IDENTIFIERS- *France; *Ireland

Data from longitudinal school leavers' surveys in France and Ireland were compared to determine types of transition pathways leading to unsuccessful conclusions. Focus was on outcomes of the transition process for school leavers unemployed five years after leaving and for employed young people whose earnings did not allow them to be financially self-sufficient. Early labor force history analysis showed both countries had pathways characterized by quick access to stable employment and others dominated by inactivity or unemployment. Differences were that French young men's transition process was affected by compulsory national service, return to education happened less

Credentialing, and Certification Maze: A Guide for School Social Workers" (J. Clark); (2) "Cognitive-Behavioral Treatment of Attention Deficit Hyperactive Disorder with an Elementary School Students" (T. Kremer); (3) "National Association of Visiting Teachers: The Early Years, 1916-1930" (J. McCullagh); (4) "Cal-Pal Update" (J. Wilson); and (5) "War against the Schools: Academic Child Abuse (K. McElligatt). Volume 8 contains: (1) "Stress Debriefings for School Professionals Involved in Traumatic Event Response" (S. Heer); (2) "The Intervention Model of School Social Work as Used by Green Valley Area Education Agency 14" (D. Harrington and others); (3) "The Formation of the School Social Work Association of America" (C. Struckman); (4) "School-Based Assessments and Interventions for ADD Students" (K. McElligatt); (5) "Stop, Relax, and Think" (L. Hight); and (6) "Time out: Abuses and Effective Uses" (S. Sickels). (RB)

ED 461 056 CG 027 059

Brown, Brett; Weitz, Judith
Finding the Data: A Start-Up List of Outcome Measures with Annotations. A Companion Document to "The Case for Shifting to Results-Based Accountability."
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.; Carnegie Corp. of New York, NY.; Danforth Foundation, Clayton, MO.; New American Schools Development Corp.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 81p.; Part of the Improved Outcomes for Children Project, coordinated by the Center for the Study of Social Policy in the Harvard Project in conjunction with an Effective Services and the National Center on Education and Economy. For companion document, see ED 400 585.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Welfare; *Community Study; *Data; Family Programs; Measurement Objectives; *Quality of Life; *Social Indicators; *Social Services; Social Status; Social Work; *Statistics
IDENTIFIERS- Outcome Oriented Evaluation; Quality Indicators; Vital Statistics

Shifting to results-based accountability is a difficult stage in reforming family and children's services. Heretofore, these services have been more concerned with the number of clients seen or papers processed than in their clients' quality of life. This document should help communities find the data they need to measure qualitative outcomes. It provides a core list of conditions, for example, birthweight, immunizations, substance abuse, and teen suicide. Information on defining outcomes, finding the data to measure outcomes, and analyzing the data to assess local performance is listed. Also listed are various state and local data collection offices which may be able to help groups collect and appraise their data. Each definition for the outcome had to define the problem accurately, reflect data that were readily available, and be useable over time and across jurisdictions. This rigor in defining conditions will: (1) help communities determine the outcomes on which data are already being collected; (2) provide them a baseline to measure future progress; and (3) highlight areas where they should focus their work. Appendices list convergence of the major theories or, at least, more effectively bridge theory and practice. This document explains several theories that can be used to revise current theory. The theories include planned happenstance; activeness, reactiveness, and flexibility; career adaptability; meandering and maneuvering; scenario planning; and career responsiveness. Career development theory may primarily be about how counselors prepare clients for the unexpected aspects of their career journey. Career responsiveness may be the term that best fits these emerging career development theories and a metaphor is presented to illustrate an understanding of this term. (Contains 23 references.) (JDM)

ED 461 077 CG 031 509

Horsman, Jenny
Creating Change in Literacy Programs: Talking about Taking Account of Violence.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Counseling; Emotional Abuse; Family Violence; *Females; Interpersonal Competence; *Learning; *Literacy Education; Research Utilization; Social Influences; *Violence
IDENTIFIERS- Traumas

This paper is intended as a discussion paper to open up talk in the literacy community on how literacy programs can account for the impact violence has on learning. It builds on the author's previous research on issues raised by literacy workers, educators, researchers, academics, therapists, and counselors concerning this impact. The current study is seeking to better understand what supports and what hinders making change in literacy programs so that the programs can more fully support learning for all women, and in particular those who have experienced violence. In this paper the author tries to reveal the processes of "dominant discourses" that exclude the issue of violence from education, thus making change unlikely. Seeing language and current practices as discourse offers a tool to get outside a focus on what is right and draw attention to examining how certain discourses open and close possibilities. (Contains 10 references.) (JDM)

ED 461 078 CG 031 510

Horsman, Jenny
"But I'm Not a Therapist": Furthering Discussion about Literacy Work with Survivors of Trauma.
SPONS. AGENCY- Canadian Congress for Learning Opportunities for Women, Toronto (Ontario).; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Coping; Counseling; Emotional Abuse; Family Violence; *Females; Interpersonal Relationship; Learning; *Literacy Education; Social Influences; *Violence

"Listening to What Readers Tell Us" (Paul Crowley); and (21) "Reconceptualizing Reading and Dyslexia" (Constance Weaver). Essays in section 4, Teaching Literacy through Literature, are: (22) "Harnessing the Power of Language: First Graders' Literature Engagement with 'Owl Moon'" (Kathy Egawa); (23) "Bringing Children and Literature Together in the Elementary Classroom" (Karen Smith); and (24) "Book Club: An Alternative Framework for Reading Instruction" (Taffy E. Raphael and Susan I. McMahon). Essays in section 5, Working with Special Populations, are the following: (25) "Selected Reading-Writing Strategies for L. D. and Other At-Risk Students" (Regie Routman); (26) "Educating African American Learners at Risk: Finding a Better Way" (Dorothy S. Strickland); and (27) "Effective Literacy Practices for English Learners" (Yvonne S. Freeman and David E. Freeman). Essays in section 6, Providing Extra Help: In the Classroom and Beyond, are the following: (28) "Reading Express: Supporting Literacy in First-Grade Classrooms" (Kathryn Kinnucan-Welsch, Dodie Magill, Marie H. Dean, and Barbara Schmich); (29) "Becoming Readers and Writers over Time" (Jean W. Fennacy); (30) "Reading Recovery: Teaching Phonemic Awareness and Phonics in the Context of Strategies and Meaning" (Grace Vento-Zogby); (31) "From Reading Strategies to Strategies for Teaching in Tutorial and Small Group Situations" (Constance Weaver with Suki Stone); (32) "'I Could Read If I Just Had a Little Help': Facilitating Reading in Whole Language Contexts" (Janet Norris); and (33) "More on the Schools We Have versus the Schools We Need" (Richard L. Allington). (Some papers contain references.) (RS)

ED 461 099 CS 214 984

Clark, Gregory
Discourse at the Boundaries of Community.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College composition and communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Community; *Discourse Communities; Higher Education; *Metaphors; *Rhetoric; *Rhetorical Theory; Writing (Composition)
IDENTIFIERS- Public Discourse; *Rhetorical Strategies

James Davison Hunter's solution to the dialectical impass of the culture wars is disappointing. He proposes that participants in the discourse grant openly both the "sacredness" of the positions held by the opposing others and the fallibility of their own: that they ground their interaction on a prior consent to compromise. That solution is unsatisfactory because it circumscribes discourse within boundaries that exclude participants who do not grant the consent required. A good way to reconceptualize collectivity and the relational project of discursive exchange that it maintains is to shift the metaphor used to locate it and ourselves within it. What if the discursive project of rhetorical exchange were seen as an enactment of a journey rather than a community, as a transitory and somewhat disorienting trip across space? Mary Louise Pratt, who has experimented with the conceptual possibilities of the traveler, has come up with concept of the contact zone, which she first articulated in contrast to the "safe house." By traditional definition, dialectic is the discourse of safe uptake, and especially student questions all serve as dialogic bids, and that their effect is cumulative over the course of individual instructional episodes. Of the variables investigated, student questions had the strongest positive effect for spurring both dialogic spells and discussion, though students in low-track classrooms virtually never asked questions. Discussion is significantly predicted by uptake, student questions, and high cognitive-level teacher questions, though the latter tends to suppress student questions. (Contains 38 references. Includes 22 notes, 10 tables, and 6 figures. A model for dialogic shifts is appended.) (Author/NKA)

ED 461 120 CS 217 787

Grimes, M. Katherine
The Altar of Patriarchy in John Ehle's "The Winter People."
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Virginia Humanities Conference (Ferrum, VA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ive-level teacher questions, though the latter tends to suppress student questions. (Contains 38 references. Include,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; *Cultural Context; Higher Education; *Literature Appreciation; *Novels; Sex Role; *United States Literature
IDENTIFIERS- Appalachian Culture; Appalachian Literature; Patriarchy; Theme (Literary)

In John Ehle's "The Winter People," the goddess Persephone is with Hades, and winter is upon the Appalachians in full force. Ehle's novel begins as Wayland Jackson and his daughter, Paula, arrive at the home of Collie Wright and her baby, Jonathan. The Jacksons' truck has broken down on their way from Pennsylvania to Tennessee following the suicide of Jackson's terminally ill wife. Collie allows the Jacksons to stay, but this extended stay leads to family violence. The novel revolves around Collie's large family and their drinking and violence, and men's attitudes toward women, which reflect the double standard persistent in patriarchy. "The Winter People" is both strongly rooted in place and archetypal in theme. North Carolina's Appalachian Mountains have their own brand of patriarchy, with its Scots-Irish emphasis on revenge and authoritarianism. However, it is one of many brands of patriarchy, from Greek mythology to the New Testament. The world remains balanced between life and death, sacrifice and vengeance, spring and winter, and victims and patriarchs--a tenuous balance indeed. (Contains 15 references.) (NKA)

ED 461 121 CS 217 788

Epstein, Maria
The Emergence of Conventional Writing.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Writing; Class Activities; Classroom Research; *Classroom Techniques; Journal Writing; Kindergarten; Primary Education; Special Education; *Writing Processes; Writing Research

communication. From the research done, it is apparent that if there is an increase in communication, the likelihood of Ecstasy use declines. This study is based upon hypotheses regarding the communication of Ecstasy education, and finding the most effective medium for that communication. Results show that educating college students on the health hazards of Ecstasy will have little effect on their likelihood of future Ecstasy use. Most students have already made a decision regarding their use of Ecstasy. Based on the data, this study had limited success at determining which medium is more effective at communicating the health hazards of Ecstasy. (Contains 27 references. The survey instrument and an informational pamphlet are attached.) (Author/RS)

ED 461 142   EA 027 605

From Dilemma to Opportunity: A Report on Education Reform in Kentucky 5 Years after the Kentucky Education Reform Act of 1990.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Finance; *Educational Improvement; Elementary Secondary Education; *Finance Reform; Performance; *State Legislation; *State Standards; Statewide Planning; Student Evaluation
IDENTIFIERS- *Kentucky Education Reform Act 1990

The Kentucky Education Reform Act of 1990 (KERA) is one of the most comprehensive education reform efforts attempted in the United States. This document presents an overview of factors leading to KERA's passage, its accomplishments, and areas in need of improvement. The conditions leading up to passage of KERA included disparities across Kentucky school districts in educational finance, materials, services, teacher salaries, and educational quality. Poor educational performance occurred systemwide. Recommendations are made to: (1) improve information dissemination about KERA; (2) improve parent involvement; (3) give teachers more direction, though a statewide curriculum is not necessary; (4) use rewards and sanctions to enhance school accountability; (5) include nationally normed tests in the overall assessment; (6) provide more teacher time for professional development; and (7) retain the primary program. (Contains 29 notes.) (LMI)

ED 461 143   EA 028 111

Caldwell, Brian L.
Decentralising the Management of Australia's Schools. A Discussion Paper.
PUB DATE- 93
NOTE- 81p.; Prepared by the Institute of Education, University of Melbourne.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Centralization; *Decentralization; Educational Policy; Elementary Secondary Education; Foreign Countries; *Governance; Participative Decision Making; *School Based Management; *School Organization
IDENTIFIERS- *Australia

In 1991 Australia's National Industry Education Forum released a

Elementary Secondary Education; Financial Support; *Grants; *Scholarships; *School Choice

As of August 1999, 79 private scholarships provide 57,000 children an opportunity to go to a school chosen by their parents. In low-income urban areas, access to quality educational opportunity is as critical as it is scarce. Urban public schools cost more but have higher dropout rates. Significant percentages of urban public teachers send their children to private schools. Various polls have found that a majority of parents would prefer school choice and/or vouchers. J. K. Rooney, chairman of the Golden Rule Insurance Company, first popularized the idea of privately funded educational choice with the formation of the Educational CHOICE Charitable Trust. The program pays one-half tuition, up to $800, to any elementary school child who wants to attend a private school, and operates on a first-come, first-served basis. To qualify, the child must fulfill the requirements of the federal free- or reduced-price lunch program. Other companies in other cities followed with similar programs. Study results indicate that private schools have higher standardized test scores, higher graduation rates, higher completion-of-college rates, and more parent involvement and satisfaction than do public schools. Testimonies of parents are shared. A list of private scholarship programs is offered, with addresses and phone numbers. (Contains 21 endnotes.) (RKJ)

ED 461 163 EA 031 372

DeSchryver, Dave
The American Education Diet: Can U.S. Students Survive on Junk Food?
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Quality; Elementary Secondary Education; Excellence in Education; Grade Inflation; *School Effectiveness; *Standard Setting

U.S. student scores in science compare unfavorably with those of other nations, and other standardized test scores by U.S. students are also comparatively lower. Polls of parents indicate dissatisfaction with U.S. education. College teachers and employers feel that high school graduates are weak in skills. This document offers negative perceptions and statistics related to education, called overviews, while profiling both schools that match them and schools that are exceptions. Overview 1 indicates that researchers note standards degradation is a problem. Overview 2 observes that American employers and professors are concerned about the value of a high school diploma, the poor student work ethic, flat graduation rates, and woeful dropout rates. Overview 3 notes that in 1996 the SAT was recentered to bring a declining average back up to 500 points, masking an 80-point drop in average achievement since 1963. Overview 4 argues that encouragement of self-esteem over academic excellence puts pressures on schools to demonstrate student success, which leads to grade inflation. Overview 5 notes that only 17 states have standards in all four core subjects that are clear and comprehensive enough to lead to a common core of learning. Overview 6 reports concerns with other essential subject areas, such as science, history, geography, and literature. (Contains school personnel and student confidentiality issues, interdisciplinary collaboration between administration and law students, and sentencing youth as adults. (RT)

ED 461 182 EA 031 504

Penrose, Perran
Planning and Financing Sustainable Education Systems in Sub-Saharan Africa. Education Research Paper. Reports.
PUB DATE- 98
NOTE- 40p.; Reprint of a paper originally issued in 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; *Educational Finance; *Educational Planning; Educational Policy; Elementary Secondary Education; *Foreign Countries; *School Support
IDENTIFIERS- *Africa (Sub Sahara)

The first part of this paper describes some of the basic issues facing education policymakers in Africa, including the introduction of school fees and private provision of schools. Insufficient attention has been paid to how policy advice is implemented, especially to the relation between planning and budgeting. Most African public-sector budgeting procedures and formats have not changed significantly since colonial times, and they cannot cope with translating short- and medium-term adjustment policies into practice. The second part of this paper is concerned with approaches to strengthening and/or reforming the planning and budgeting for education in African countries. With the improvements described, better use can be made of external assistance. The objectives of the suggested changes are to enable countries to use their limited resources better and to avoid stop-go educational policies so that the capability of providing a sustainable and affordable education service can be achieved. In this respect, governments have a crucial role to play in the process of change, even if in some aspects the "market" will succeed where government planning has failed. (Contains 78 references.) (RT)

ED 461 183 EA 031 505

Leach, Fiona; Machakanja, Pamela
Preliminary Investigation of the Abuse of Girls in Zimbabwean Junior Secondary Schools. Education Research Paper. Knowledge & Research.
PUB DATE- 00
NOTE- 104p.; Written with Jennifer Mandoga.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aggression; *Child Abuse; *Foreign Countries; Gender Issues; Junior High Schools; Rape; Sex Bias; Sex Discrimination; Sex Role; *Sexual Abuse; Sexual Harassment; Teacher Student Relationship; Violence
IDENTIFIERS- Africa; *Zimbabwe

This study found that the abuse of girls in the coeducational schools where the research took place was widespread and took the form of aggressive sexual behavior, intimidation and physical assault by older boys, sexual advances by male teachers, and corporal punishment and verbal abuse by both female and male teachers (on boys as well as girls). Younger girls in particular were fearful of male sexual advances or intimidation. An unsettling and sometimes violent environment is neither conducive to girls' learning nor to their forming possible solutions to problems confronting Native American students. (Most articles contain references.) (CR)

ED 461 200   EC 305 862

IEP Common Talk. PAGE Bulletin.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Compliance (Legal); Elementary Secondary Education; Evaluation Methods; *Gifted; *Individualized Education Programs; Interdisciplinary Approach; Parent Participation; Parent School Relationship; State Standards; *Student Educational Objectives; *Student Evaluation; Teamwork
IDENTIFIERS- *Pennsylvania

This bulletin presents basic information for parents about identification and services for gifted students in Pennsylvania. Written in a question and answer format, the bulletin addresses the following concerns: the Individualized Education Program (IEP) required for all exceptional students in the state; the multi-disciplinary evaluation process; types of information a parent should provide to the school district; sources of information the school uses for the child's Comprehensive Evaluation Report (CER); completion of the CER and approval by all team members; participants at the IEP meeting; components of an IEP; provisions for the child in content areas; approval/disapproval of the IEP by the parent; and required timelines. (DB)

ED 461 201   EC 305 863

Le Storti, Anthony J.
Developing Thinking in the Gifted. PAGE Bulletin.
PUB DATE- 97
NOTE- 8p.; For full text: http://www.penngifted.org/.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; Creative Thinking; Critical Thinking; Educational Environment; Elementary Secondary Education; Family Environment; *Gifted; *Metacognition; Personality Traits; *Questioning Techniques; *Thinking Skills

This bulletin offers guidelines to help parents and teachers improve the thinking skills of gifted children. It stresses the importance of encouraging thinking through the use of evocative questions, distinguishes between and defines critical thinking and creative thinking, and offers suggested questions to prompt either creative/divergent thinking or critical/analytical thinking. The need to foster such traits as persistence, open-mindedness, rationality, flexibility, and intellectual honesty is also stressed. A home which fosters thinking skills is described as one in which the family works together to solve problems. Suggestions are also offered for fostering children's metacognitive skills by prompts and questions that help them to

Deficit Disorders; Autism; *Behavior Disorders; Children; Delivery Systems; Depression (Psychology); *Disability Identification; Eating Disorders; *Emotional Disturbances; *Incidence; *Intervention; Learning Disabilities; Schizophrenia; *Symptoms (Individual Disorders)

This factsheet describes the different mental, emotional, and behavior problems that can occur during childhood and adolescence. The incidence and symptoms of the following disorders are discussed: (1) anxiety disorders (including phobia, generalized anxiety disorder, panic disorder, obsessive-compulsive disorder, post-traumatic stress disorder); (2) major depression; (3) bipolar disorder (manic depressive illness); (4) attention-deficit/hyperactivity disorder; (5) learning disorders; (6) conduct disorder; (7) eating disorders; (8) autism spectrum disorder or autism; and (9) schizophrenia. The factsheet then describes using "systems of care" to treat children or adolescents in need of services in which local organizations work in teams with families to provide a full range of services to children and adolescents with serious emotional disturbances. Federal agencies currently studying mental, emotional, and behavior problems are also listed. (CR)

ED 461 221 EC 306 468

Cultural Competence in Serving Children and Adolescents with Mental Health Problems. Factsheet.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.

PUB DATE- 96

NOTE- 5p.; Based on Terry L. Cross, Karl W. Dennis, Mareasa R. Isaacs, and Barbara J. Bazron, "Towards a Culturally Competent System of Care" (1989), under the auspices of National Technical Assistance Center for Children's Mental Health, Georgetown University and funded by National Institute of Mental Health.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; *Behavior Disorders; Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Delivery Systems; *Emotional Disturbances; *Family Programs; Mental Health Programs; *Mental Health Workers; Minority Group Children

IDENTIFIERS- *Cultural Competence

This factsheet discusses the goals and principles that govern the development of culturally competent mental health programs for children and adolescents and their families. Principles include: (1) the family is the consumer and usually the focus of treatment and services; (2) Americans with diverse racial/ethnic backgrounds may have a unique set of mental health issues that must be recognized and addressed; (3) service providers must respect different cultures and build upon their own cultural knowledge as well as the families' strengths; (4) differences between the world views of providers and consumers must be acknowledged and addressed; (5) cultural knowledge and sensitivity must be incorporated into program policy-making, administration, and services; (6) natural helping networks such as neighborhood organizations should be respected and, when appropriate, included in the treatment plan; (7) in culturally competent systems of care, the community, as well as the family, determines direction and goals; (8) programs must tailor services to their consumer

Qualifications; *Supervisory Methods
IDENTIFIERS- *Individuals with Disabilities Education Act

This document provides a framework for better understanding of the knowledge and skills essential to a state level position within special education. It was developed with an eye on essential skills and knowledge for carrying out the general supervision/leadership requirements of the state education agency (SEA) specifically as it related to special education. The focus is on gaining an understanding about general supervision from a leadership rather than a compliance perspective. The content begins with a definition of general supervision that encompasses leadership and then moves to a discussion about leadership. The next section discusses critical leadership skills, including creating partnerships, running effective meetings, managing conflict, facilitating effective communication, and using technology. The following section describes the regulatory content about which an SEA staff person must be knowledgeable, including regulations dealing with general assurance, identification, operational procedures, quality personnel, school improvement, public input, and finance. The final section provides resources available to assist SEA staff persons in improving their effectiveness. Appendices include information about the Mountain Plans Regional Resource Center and the Office of Special Education Programs Technical Assistance and Dissemination Network. (Contains 24 references.) (CR)

ED 461 240   EC 308 790

Hollingsworth, Patricia L., Ed.
The University School Enaction Curriculum, 2001-2002.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 50p.; Photographic images may not reproduce well. For the 1994-95 Curriculum, see ED 381 965.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Curriculum; Early Childhood Education; Educational Objectives; *Educational Philosophy; Educational Principles; Elementary Education; *Interdisciplinary Approach
IDENTIFIERS- *Enaction Theory

This document presents the curriculum of the University School at the University of Tulsa (Oklahoma), an early childhood and elementary school for academically gifted students. The curriculum is based on enaction theory, which emphasizes active, interdisciplinary learning involving three steps: (1) concept introduction through active and interactive methods; (2) extension and refining of the concept; and (3) evaluation of what has been learned and its potential usefulness. The curriculum also emphasizes the importance of content, connection with the university, integration of other curriculum strategies, and teachers as learners. Introductory material includes a message from the school's director, a summary of administrative policies, and a curriculum summary. The overall curriculum is then described for each of the nine class levels from Early Childhood through Intermediate II. Information is provided on teacher background, curriculum goals, objectives, and the program by major subject area. Special subject areas are separately described with information on goals, objectives, and major activities for students at each level. These special subjects include music, computers, science, physical education, language learning. (Contains 33 references.) (MSE)

ED 461 260 FL 024 540

Ehrman, Madeline
A Study of the Modern Language Aptitude Test for Predicting Learning Success and Advising Students.
PUB DATE- 94
NOTE- 28p.; In: Language Aptitude Invitational Symposium Program Proceedings (Arlington, VA, September 25-27, 1994); see FL 024 538.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Advising; Comparative Analysis; *Individual Differences; *Language Aptitude; Language Tests; *Measurement Techniques; *Personality Traits; Prediction; Second Language Learning; Standardized Tests; Statistical Analysis; Test Use; *Testing
IDENTIFIERS- *Modern Language Aptitude Test; Noncognitive Attributes

The Modern Language Aptitude Test (MLAT) was part of a project examining biographical, motivational, attitudinal, personality, and cognitive aptitude variables in 1,000 adult students preparing at the Foreign Service Institute for overseas assignments, with various subsamples completing different instruments. Data were analyzed using correlation, ANOVA, chi-square, and mulitple regression as appropriate to the data and research questions. The MLAT proved the best of the available predictors of language learning success. As part of an effort to expand the concept of language learning aptitude beyond the strictly cognitive, this study related the MLAT not only to end-of-training proficiency outcomes, but also to personality disposition, using both overall correlational data and information on extremely strong and weak learners. The MLAT has been found about equivalent in its current predictive power (based on correlation) to the time it was developed. In addition, it was found to be especially powerful at the extremes of performance as measured by speaking proficiency. Links between high MLAT scores and various other individual characteristics, including personality variables, emerged. Qualitative findings from use of MLAT part scores in student counseling also suggest utility for this well-established instrument beyond prediction of learning success. (Contains 45 references.) (Author/MSE)

ED 461 261 FL 024 541

Child, James R.
Aptitude Tests: Conception and Design.
PUB DATE- 94
NOTE- 6p.; In: Language Aptitude Invitational Symposium Program Proceedings (Arlington, VA, September 25-27, 1994); see FL 024 538.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Government; *Government Employees; *Language Aptitude; Language Tests; *Measurement Techniques; Second Language Learning; *Test Construction; Test Use; *Testing; *Uncommonly Taught Languages

Discussion of the use of language aptitude tests for United interactional competence, sociolinguistic competence) are relevant and separable parts of speaking ability; (2) whether there is a relationship between test methods and language ability; (3) whether the traits are fundamental elements of ability; and (4) how the traits are related. Three testing methods were compared: a written test; an interview test; and a tape-mediated speaking test. Results indicate that three factors obtained through factor analysis correspond to three methods for measuring ability: written communication ability; direct oral communication ability; and semi-direct oral communication ability. The traits appear to work differently within each ability. Implications are drawn for teaching and for further testing research. (Contains 19 references.) (MSE)

ED 461 283 FL 025 221

Zelasko, Nancy F., Ed.
NABE News, 1996-1997.
PUB DATE- 97
NOTE- 282p.; Published eight times per year.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acculturation; American Indians; Asian Americans; *Bilingual Education; Bilingual Teachers; Book Reviews; Childrens Literature; Computer Uses in Education; Cultural Pluralism; Early Childhood Education; Educational Technology; Elementary Secondary Education; English Only Movement; English (Second Language); Enrollment Rate; Federal Legislation; Foreign Countries; Gifted; Higher Education; Hispanic Americans; Indigenous Populations; Internet; Language Maintenance; *Language Minorities; Language of Instruction; Legislators; *Limited English Speaking; Literacy Education; Literature Appreciation; *Parent Participation; Portfolios (Background Materials); *Public Policy; Reading Instruction; Second Australia
IDENTIFIERS- Australia

The eight issues of the newsletter of the National Association for Bilingual Education contain articles on these topics in relation to bilingual education: federal policy and policy formation; teacher qualifications; the English-only movement; parent involvement; reading instruction; the effect of foreign-language schools on children's acculturation; education of American Indians; Asian/Pacific education concerns; cultural literacy; federal resource allocation; global learning networks; early childhood education; pre-literate older (late elementary/secondary school) students; learning culture through children's literature; electronic portfolios for student assessment; using graphic organizers for bilingual literacy education; communication with and within families; gifted education; Internet search tools; writing instruction; empowering language minority children in the mainstream; court litigation; learning strategy instruction; biculturalism; school-to-work programs; teacher education; and educational technology. Book reviews, resource listings, and professional announcements are also included in each issue. (MSE)

ED 461 284 FL 025 338

Abylkasymova, Mairam, Comp.; Jumabaeva, Gulaim, Comp.
Kyrgyz Language Manual.
PUB DATE- 97
NOTE- 324p.
LANGUAGE- English; Kyrgyz

Tax Season." (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 461 304   FL 801 496

Family Literacy and Adult English Language Learners.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Literacy; Cultural Awareness; Early Childhood Education; Elementary Secondary Education; *English (Second Language); *Family English Literacy; Federal Programs; Immigrants; *Literacy Education; *Parent Child Relationship; Parent Participation; Parenthood Education; Second Language Learning
IDENTIFIERS- Even Start

This fact sheet explains that family literacy programs have been recognized as a way to help children succeed in school while adults develop literacy skills. The Even Start Family Literacy Program is the major family literacy initiative of the U.S. Department of Education. It uses an educational model with four components: adult education and literacy, parenting education to help parents support the educational growth of their children, early childhood education to prepare children for school success, and interactive parent and child literacy activities. Family literacy programs have created many learning opportunities for adult English language learners and their children in rural and urban settings. Family literacy programs serving adult English language learners must do the following: implement programs of sufficient duration to demonstrate learner progress, address both early childhood learning and older children's needs, build on parents' language and literacy, and respect parents' cultures and ways of knowing. As family literacy programs continue to grow in all parts of the country, program staff need to understand and incorporate immigrant parents' strengths, knowledge, and needs into all facets of instruction. Additional resources are listed. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

ED 461 305   FL 801 497

Assessment with Adult English Language Learners.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adult Learning; Adult Literacy; Elementary Secondary Education; *English (Second Language); Evaluation Methods; Language Proficiency; *Literacy Education; Performance Based Assessment; *Second Language Learning; Standardized Tests; *State Standards; *Student Evaluation

The Adult Education and Family Literacy Act requires states to report learners' educational gains in terms of level descriptors defined by the National Reporting System (NRS).

Disadvantaged; Federal Aid; High Risk Students; Higher Education; Nontraditional Students; Politics of Education; *Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs; Tax Allocation

This paper, presented at an international conference, tries to put the unique problems of providing access to postsecondary education in the context of the social, economic, and political climate of the United States. The paper notes that since 1979 students are assuming a growing share while taxpayers have reduced their relative contributions to the costs of financing higher education. Additionally, federal assistance has shifted from grants to loans. While the U.S. government funds only a portion of higher education, access to wealth in America is closely tied to access to college; the average income for a college graduate is $37,224, for a high school graduate it is $20,248. With funding priorities shifted away from assisting the neediest students, the current focus is on programs specifically targeting disadvantaged and first-generation college students. Such programs begin to assist students earlier in their lives and have been a successful access strategy, even as the political climate in the United States becomes hostile to affirmative action programs. However, they face challenges from taxpayers who question how benefits are distributed and whether they provide adequate access to technology, and who threaten to eliminate continued federal funding. (Contains 17 footnotes.) (MAB)

ED 461 324 HE 031 717

Masursky, Danielle
Attrition of Low-Income, First Generation African-American Students at a Predominantly White, Urban University.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Black Students; *College Students; Dropouts; Educational Environment; *First Generation College Students; Higher Education; Influences; Low Income; *Social Integration; Socioeconomic Influences; *Student Attrition; Universities
IDENTIFIERS- *African Americans; Temple University PA; Tinto (V)

This paper describes a study in progress that is designed to examine the pressures that low-income, first generation African-American college students experience to leave college and the factors that help them stay in college, especially as the elements are related to Vincent Tinto's concept of social integration. It is planned to examine the experiences of 12 to 30 African-American students who originally enrolled at Temple University in Philadelphia, half of whom returned to school after their freshman year and half of whom did not return to Temple or any other educational institution. In-depth, focused interviews will be conducted with each participant. The coding scheme is expected to reflect the major concerns of the study--what background characteristics or activities have influenced students to attend, remain in, or leave college; what obligations outside the university environment are impacting students' college experience; and what elements of the college environment have positively or negatively influenced student persistence or attrition. (Contains 28 references.) (MDM)

ED 461 325 HE 032 018

kissing to sex. "Dating" has multiple meanings for college women today, ranging from being in an exclusive relationship to casual friendship. College women find it difficult to know when college men consider themselves in a committed relationship. There are few widely recognized social norms on college campuses that define courtship, and social expectations, adult involvement, and guidance about relationships are lacking for most college students. Some recommendations are made to support the creation of socially prescribed rules and norms to guide young people toward marriage. Four appendixes discuss the methodology, list the members of the research team, contain the interview guide, and present the national survey questionnaire. (Contains 3 figures and 14 endnotes.) (SLD)

ED 461 345 HE 034 625

Blendinger, Jack; Cornelious, Linda; McGrath, Vincent
Faculty Participation in Governance: A Five-Year Longitudinal Study.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001). For the first case study, see ED 418 612. For the 4-year study, see ED 452 602.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; College Governing Councils; *Educational Change; Educational Policy; Faculty College Relationship; *Governance; Higher Education; Longitudinal Studies; *Policy Formation; Program Implementation; Schools of Education
IDENTIFIERS- Mississippi State University

Putting shared governance to work in the College of Education at Mississippi State University has been much more difficult than many faculty members anticipated. This case study reports the experiences of faculty members working toward shared governance over the 5 years from 1996 to 2001. The shared governance initiative included a 15-member faculty council. The early exuberance reported in the first study of the process has steadily given way to pessimism because of benign indifference on the part of faculty members and administrators. Poor faculty morale and high staff turnover have also complicated matters and retarded progress. Although some hope remains, the movement toward shared governance is on the verge of extinction as it enters its sixth year. A major finding of this study is that faculty members may prefer talking about the concept of shared governance in the abstract to putting it into practice through a faculty council. (Author/SLD)

ED 461 346 HE 034 626

Freedman, Eric
How To Transfer to the College of Your Choice.
PUB DATE- 02
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; College Credits; College

Web content. The remaining chapters make up a directory of more than 1,000 Invisible Web sites selected by the authors. Each chapter focuses on a specific topic or subject to help in quickly pinpointing the resources needed for a wide range of information needs. This directory is available online at http://www.invisible-web.net and is continually updated to include new Invisible Web resources as they are located. (Contains an index and 27 references.) (AEF)

ED 461 367 IR 020 992

Ravid, Ruth, Ed.; Handler, Marianne G., Ed.
The Many Faces of School-University Collaboration:
Characteristics of Successful Partnerships.
PUB DATE- 01
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Elementary Secondary Education; Higher Education; Institutional Cooperation; Models; *Partnerships in Education

This book is designed to help educators entering into school-university collaborative relationships have a clearer picture of conditions that drive successful partnerships. The models described include collaboration between a university and professional development school, consultation, one-to-one collaborations, and multiple collaboration projects under one umbrella organization acting as the facilitator. The book contains the following chapters: (1) "Models of School-University Collaboration" (Marianne Handler and Ruth Ravid); (2) "The Process of Change in School-University Collaboration" (Judith J. Slater); (3) "Dancing in the Dark? Learning More about What Makes Partnerships Work" (Arlene C. Borthwick); (4) "Recipes for Professional Development Schools: A Metaphor for Collaboration" (Pamela Gates-Duffield and Carol Stark); (5) "Learning Connections: Working toward a Shared Vision" (Robin Hasslen, Nancy Bacharach, Judy Rotto, and Jonathan Fribley); (6) "A Collaborative Journey: Study and Inquiry in a Professional Development Middle School" (Cathleen Rafferty and Marylin Leinenbach); (7) "Blending Voices, Blending Lives: The Story of a New-Age Collaboration with Literature and E-mail" (Susan Steffel and Chuck Steltenkamp); (8) "Our 'Stealth PDS': An Undetected Professional Development School Relationship" (Adrienne Sosin and Ann Parham); (9) "Sailing the Ship: A Collaborative Journey" (Judith A. Robb and Donna Cronin); (10) "Developing School-University Intellectual Partnerships: The National Humanities Center's Teacher Leadership for Professional Development Program" (Richard Schramm, William E. Bickel, Rosemary H. McNelis, and Cathy K. Pine); (11) "From Practicum Improvement to School Improvement: A Developing Partnership" (Catherine Sinclair and Lil Perre); (12) "Finding Keys to Educational Improvement through Collaborative Work" (Karin M. Wiburg and Yvonne Lozano); (13) "The Dialectic Nature of Research Collaborations: The Relational Literacy Curriculum" (Ruth Freedman and Diane Salmon); (14) "Working Together: A Successful One-to-One Collaboration" (John Kornfeld and Georgia Leyden); (15) "The Angst, Ecstasy, and Opportunities of Collaborative Inquiry" (Clay Lafleur and Jack MacFadden); (16) "A School-University Partnership: A Commitment to Collaboration and Professional Renewal" (Les Vozzo and Barbara Bober); and (17) "The Center for Collaborative Research at National-Louis University" (Marianne Handler and Ruth Ravid). (Contains an index.) (MES)

At the fourth Trinational Library Forum in 1994, librarians from the United States, Canada, and Mexico gathered to discuss topics of international librarianship. Presentations, some in English and some in Spanish with a brief English language summary, include: (1) "Perspectivas de la Produccion y Exportaciones de la Industria Editorial Mexicana" and "Going beyond Frontiers...Free Trade and Editorial Industry" (Carlos Bernardo Noriega Arias); (2) "Fred Perkins Speech to Mexican Librarians Group" (G. Frederick Perkins, Jr.); (3) "A Perspective on Trends and Recent Developments in the Canadian Publishing Industry" (Richard Wilks); (4) "Information Technology and Library Management" (Mohammed M. Aman); (5) "Multimedia Networks: Windows toward the Future" (Wifred W. Fong); (6) Tecnologias de Informacion (Information Technologies) (Lourdes Feria); (7) Intercambio de Informacion (Information Exchange) (Leonor P. Dominguez); (8) Desarrollo de Colecciones (Collection Development) (Enedina Ortega); (9) Bibliotecas Publicas (Public Libraries) (Vicente Saenz); (10) Tecnologias de Informacion (Information Technologies) (Roxana Noe); (11) Intercambio de Informacion (Information Exchange) (Salvador Sanchez); (12) Desarrollo de Colecciones (Collection Development) (Anne Luengas); (13) Bibliotecas Publicas, Neuvos Servicios (Public Libraries, New Services) (Brunilda Segui); (14) Programas de Educacion al Usuario (User Education Programs) (Elisa Riva Palacios and Pilar Verdejo); (15) Canje Internacional (International Exchange) (Miguel Mendoza); and (16) Fomento y Promocion de la Lectura en Bibliotecas Publicas e Infantiles (Fomentation and Promotion of the Lecture on Public and Children Libraries) (Ma. Enriqueta Ortiz). A collection of related newspaper articles, and lists of executive board members, collaborators, and other participating companies are appended. (SWC)

ED 461 386 IR 056 752

Internet for Baby Boomers and Beyond TM : The Step by Step Guide That Makes the Internet Easy and Effective! Videotape .
PUB DATE- 97
NOTE- 0p.; Produced by White Rain Films, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Oriented Programs; Electronic Mail; Guidelines; Information Sources; *Internet; Interviews; Videotape Recordings; World Wide Web
IDENTIFIERS- Computer Use; Computer Users

This 43-minute videotape is part of the on-going Internet education series exploring the fascinating resources of the Internet. It was produced directly for those in society that did not have computers growing up. One exceptional point of the video is its simple approach. It demonstrates World Wide Web, e-mail and other Internet applications. Seniors will learn how to communicate with family and friends via e-mail; research investment opportunities; plan retirement; plan a vacation; research a family's genealogy; follow sports teams; find people with similar interests and hobbies; and more. Also included is a reference guide with a listing of many of the Internet sites seen in this videotape. (AA)

ED 461 387 IR 056 811

third of non-Tech-Prep students, largely because of the significantly higher proportion of urban students in the former group. Tech-Prep students persisted more than their non-Tech-Prep peers, and the total sample of Tech-Prep students had significantly higher mean first semester grade point averages than the non-Tech-Prep students. Tech-Prep college students were more likely to enroll in career college curricula, and in more demanding curricula, choosing more rigorous "Engineering-Related" and "Health-Related" curricula. Tables 1-10 indicate: (1) high school outcomes; (2) distribution of study samples among Tech-Prep and non-Tech-Prep groups; (3) student demographics, (4) mean grade point average and status of students with various diploma types; and (5) statistical significance of selected variables. (AS)

ED 461 407 PS 022 700

UNICEF Annual Report, 1994.
PUB DATE- 94
NOTE- 115p.; Photographs may not copy adequately. For 1993 Annual Report, see ED 363 426.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Health; *Child Welfare; Childrens Rights; *Developing Nations; *Family Programs; Financial Support; Foreign Countries; Human Capital; *International Programs; Nutrition; Sanitation; Technical Assistance
IDENTIFIERS- Maternal and Child Health Services; *UNICEF; United Nations Convention on Rights of the Child; Women in Development Programs

This annual report for the United Nations Children's Fund (UNICEF) describes the programs and services provided by this organization in 1993. Following an introduction by UNICEF's executive director, the report reviews regional developments in Sub-Saharan Africa, the Middle East and North Africa, East Asia and the Pacific, South Asia, Latin America and the Caribbean, Central and Eastern Europe, and "emergency countries"--those experiencing war or natural disasters. Specific programs in the following areas are then described: (1) the Convention on the Rights of the Child; (2) child health; (3) nutrition; (4) safe motherhood and family planning; (5) children in especially difficult circumstances; (6) sustainable development and the environment; (7) water and environmental sanitation; (8) urban basic services; (9) education; (10) women in development; (11) management of supplies; and (12) program evaluation. Concluding sections discuss UNICEF's tools for advocacy (publications and communications projects), committees and organizations, and resources (financial, informational, and human). An appendix outlines 1993 Executive Board decisions. (TM)

ED 461 408 PS 023 121

Moore, Gary T.
Early Childhood Physical Environment Rating Scales, Dimensions of Education Rating Scales, Observation Schedules, and Behavior Maps for the Description and Measurement of Child Care Centers.
PUB DATE- 94
NOTE- 37p.; For closely related paper, see ED 377 950.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- ed variables. (AS)

for children of various ages, youth, and adults regarding racial/ethnic identity. (KB)

ED 461 426 PS 030 154

Kindergarten in Alberta: A Handbook for Parents, 2001-2002.
PUB DATE- 01
NOTE- 34p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Child Development; Classroom Environment; *Educational Objectives; *Elementary School Curriculum; Foreign Countries; *Kindergarten; *Kindergarten Children; Language Arts; Mathematics; Parent Materials; *Parent Participation; Physical Education; Primary Education; School Readiness; Special Needs Students; Student Evaluation; Transitional Programs
IDENTIFIERS- Alberta

Kindergarten marks a new beginning for parents and their children, and presents challenges for parents as their child makes the transition between home and school. This handbook describes what parents can expect from their child's kindergarten program in Alberta, Canada. The handbook describes how young children learn, how their learning is evaluated, and how parents can be involved in their children's learning. The sections of the handbook discuss: (1) "What are young children like?" focusing on social, physical, intellectual, creative, and emotional development; (2) "What do children learn in Kindergarten?" including English language arts, mathematics, community and environmental awareness, personal and social responsibility, physical skills and well-being, and creative and cultural expression; (3) "How do young children learn?"; (4) "What will you see in the Kindergarten area?"; (5) "How and why is children's learning assessed in Kindergarten?"; (6) "How will Kindergarten meet special needs?"; (7) "How will Kindergarten prepare children for first grade?"; and (8) "How can parents be involved?" The handbook concludes with questions parents may want to ask the teacher and a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 461 427 PS 030 155

Curriculum Handbook for Parents, 2001-2002: Grade 1.
PUB DATE- 01
NOTE- 34p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 public school series, see ED 452 952-962. For the 2001-2002 public school series, see PS 030 154-164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Improving America's Schools (4th, San Diego, CA, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Educational Planning; Elementary Secondary Education; *Federal Aid; Federal Programs; Financial Support; *Grants; *Grantsmanship; Parent Participation; *Program Proposals; *School Districts; Tribes
IDENTIFIERS- Bureau of Indian Affairs Schools; Indian Education Act 1972; *Title IX Education Amendments 1972

The Indian Education Formula Grant Program promotes high-quality student content and performance standards and strategies that build on Indian cultures and native languages. The purpose of the program is to support local education agencies in their efforts to provide Indian students the opportunity to achieve these high standards and meet the special educational and culturally related academic needs of American Indian and Alaska Native students. This document details the process of applying for a formula grant under this program. It gives a month-by-month timeline of activities in the application cycle, the essential components of the required comprehensive plan, parent committee involvement, allowable project activities, measurable student outcome objectives, and a list of tentative workshop locations. A question and answer section provides guidance in the development of formula grant applications/projects. It covers definitions, student activities, eligibility, steps involved in developing a program and submitting an application, requirements for a comprehensive plan and parent committee, needs assessment, multi-year applications, evaluation of program effectiveness, public hearings, Indian tribe application, requirements for BIA-funded schools, inclusion of formula grant funds in Title I schoolwide projects, student count, maintenance of effort, grant amount calculation, and requirement exceptions for BIA-funded schools or eligible tribal applicants. (Appended are 23 "Q&A's" designed to give guidance in the development of Formula Grant applications/projects.) (SAS)

ED 461 446 RC 021 323

Schoolwide Programs.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; Bilingual Education; Compliance (Legal); *Disadvantaged; Educational Planning; Elementary Secondary Education; *Eligibility; *Federal Aid; *Federal Programs; Government School Relationship; Migrant Education; Poverty; *School Support
IDENTIFIERS- *Elementary Secondary Education Act Title I

Schoolwide programs form the centerpiece of the Elementary and Secondary Education Act's vision of enabling programs to work together and support the overall reforms of states, school districts, and schools. A schoolwide program may now use Title I, Part A funds coupled with other federal education funds to upgrade the school's entire educational program rather than to

Telecommunications Infrastructure; Training Needs; Universal Service (Telecommunications)

This report examines the role of the state in ensuring access to advanced telecommunications technologies by all Minnesotans and explores viable policy alternatives. Recommendations fall into four categories: access, affordability and competition, training and skills, and local initiative. Concerning access, the goal is for all Minnesotans to have access to affordable, advanced information infrastructure in 3-5 years. Recommendations for the state include setting standards of service, addressing the needs of hard-to-serve areas, creating incentives and removing barriers for rural service provision, and focusing on rural American Indian communities. The goal for affordability and competition is to protect consumers from monopolies where competition does not occur. Recommendations include eliminating barriers to competition, monitoring competition, and exploring public-private sharing of facilities. Regarding training and skills, the goal is for all Minnesotans to have the information and opportunity to use telecommunications and information technology. Recommendations include providing information on training opportunities, supporting training initiatives, attracting skilled instructors, supporting employee training, and ensuring the production of technology-literate students. Concerning local initiative, communities should have the information and opportunities to use communications technology to spur growth and improve the quality of life. Recommendations include teaching communities to link telecommunications to economic development, encouraging a proactive attitude towards telecommunications development, involving all parties in planning, and funding projects that might otherwise fail. Appendices present population changes, models of services used in rural settings, telecommunications survey maps, and fiber networks in Minnesota. (TD)

ED 461 463 RC 023 313

Davis, John; Anderson, Kirk; Jamal, Samina
Culture and Community in Canada's Isolated Schools.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Quebec, PQ, Canada, May 23-26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Canada Natives; *Community Problems; *Educational Environment; Educational Needs; Elementary Secondary Education; Foreign Countries; *Geographic Isolation; *Rural Schools; *School Community Relationship; School Culture; Substance Abuse
IDENTIFIERS- Canada (North)

This paper presents highlights from surveys of some of Canada's most isolated schools, located in northern Labrador, Nunavut, northern Saskatchewan, and northern and interior British Columbia. Most served Inuit or other First Nations communities. Although all schools had contact by phone and most had e-mail, few were accessible by road. Five Inuit schools in Labrador were examined. These schools had strong links to their communities and were among the most academically successful schools seen. Reasons for success included support and advocacy by Inuit political and health organizations and an unusual

PUB DATE- 97
NOTE- 59p.; A product of the PACE Project. Edited by Kenneth J. Schoon and Clyde A. Wiles.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biology; Classification; Conservation (Environment); Cooperative Learning; Curriculum Guides; Ecology; Genetics; High Schools; Inquiry; Microbiology; Natural Resources; Nutrition; Plants (Botany); *Science Process Skills; *Scientific Concepts; Teaching Guides; *Tech Prep; *Units of Study; Water
IDENTIFIERS- Environmental Awareness; Gary Public Schools IN; Merrillville Community School Corporation IN

Promoting ACademic Excellence in Mathematics and Science for Workers of the 21st Century (PACE) was a consortium project made up of Indiana University Northwest, the Gary Community Schools, and the Merrillville Community Schools. The focus of this project was to prepare teachers and curricula for Tech Prep mathematics and science courses for the two school districts. The courses and course units prepared by the project are intended to promote the Core 40 Competencies of the Indiana Department of Education for High School courses. This document contains units for biology designed to provide students with an overview of assorted biological fields such as genetics, classification, ecology, conservation, microbiology, and detailed plant and animal studies. The course advocates practical application, inquiry, exploration, and collaborative participation. Units are as follows: (1) Scientific Potpourri; (2) Microorganisms; (3) Cell Growth and Reproduction; (4) Plant Growth and Reproduction; (5) Genetics; (6) Nutrition; (7) Human Environmental Awareness; (8) Ecology; (9) Natural Resources; and (10) Water. (JRH)

ED 461 482 SE 060 327

Clinkenbeard, Andrea
Chemistry: An Applied Approach.
SPONS. AGENCY- Indiana Univ. Northwest, Gary.; Gary Community School Corp., IN.; Merrillville Community School Corp., IN.; Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 97
NOTE- 104p.; Product of the PACE Project. Edited by Kenneth J. Schoon and Clyde A. Wiles. Contributors include: Ken Coudret, Yolanda Hall, Brenda Quaak, Joseph Chin, and Patricia Toney.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Industry; *Chemistry; Curriculum Guides; Hands on Science; High Schools; Interdisciplinary Approach; Organic Chemistry; *Science Curriculum; *Science Process Skills; *Scientific Concepts; Teaching Guides; *Tech Prep; *Units of Study; Water
IDENTIFIERS- Gary Public Schools IN; Merrillville Community School Corporation IN

Promoting ACademic Excellence in Mathematics and Science for Workers of the 21st Century (PACE) was a consortium project made up of Indiana University Northwest, the Gary Community Schools, and the Merrillville Community Schools. The focus of this project was to prepare teachers and curricula for Tech Prep mathematics and science courses for the two school districts. The courses and course units prepared by the project

ED 461 502 SE 061 587

Howard, Peter; Perry, Bob; Tracey, Danielle
Mathematics and Manipulatives: Comparing Primary and Secondary Mathematics Teachers' Views.
SPONS. AGENCY- Western Sydney Univ., Macarthur (Australia).
PUB DATE- 97
NOTE- 10p.; Also supported by an Internal Research Grant from Australian Catholic University. Paper presented at the Annual Meeting of the Australian Association for Research in Education (Brisbane, Australia, November 30-December 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Manipulative Materials; Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Australia (New South Wales)

This paper continues a research agenda to investigate teachers' beliefs about mathematics, mathematics learning, and mathematics teaching. Focus is given to data collected in 1996 and 1997 investigating the views of more than 900 primary and secondary mathematics teachers in the southwestern suburbs of Sydney and the North Coast of New South Wales towards the use of manipulatives in the teaching and learning of mathematics. Current mathematics curriculum documents support the availability and use of manipulatives by students and teachers in their mathematics teaching and learning through all school years. This paper provides data on the current use of manipulatives in the surveyed primary and secondary schools and compares primary and secondary mathematics teachers' responses about their use of manipulatives in the teaching and learning of mathematics. Questions about the effect of differences in this use on the transition of students from primary to secondary schools are also addressed. (Contains 28 references and 9 tables). (Author/NB)

ED 461 503 SE 061 609

Russell, Robert L., Ed.; West, Robert M., Ed.
Science Centers in the Electronic Age: Are We Doomed?
PUB DATE- 96
NOTE- 22p.; Published bimonthly. Produced by Informal Science, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; Exhibits; *Hands on Science; Information Technology; *Multimedia Materials; Museums; *Nonformal Education; Science Activities; *Science and Society; Science Programs; *Technology Education

This issue is a debate-discussion concerning science centers in the electronic age. The articles are based on presentations made at the Science Center World Congress (1st, Heureka, Finland, June 13-17, 1996). The four articles are: (1) "Lessons from Laboratorio dell'Immaginario Scientifico" (Andrea Bandelli); (2) "The Doom-Shaped Thing in the Kitchen: The Future of the Science Center in the 21st Century" (James M. Bradburne); (3) "Science Centres and Museums in the Electronic Age: Are We Doomed?" (Roland Jackson); and (4) "The New

Informal Science Education" (Drew Ann Wake). The first and fourth articles claim that the electronic revolution has rendered science centers outdated and anachronistic; the second and third articles argue for the continued relevance of the science center experience. (DDR)

ED 461 504 SE 065 407

McClain, Kay; Cobb, Paul; Gravemeijer, Koeno
Supporting Students' Ways of Reasoning about Data.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 15p.; In: M. Burke and R. Curcio (Eds.). "Learning Mathematics for a New Century, 2000 Yearbook." Reston, VA: National Council of Teachers of Mathematics.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Concept Formation; *Data Analysis; Mathematics Curriculum; Mathematics Instruction; Middle Schools; *Problem Solving; Thinking Skills

This paper describes how one group of students came to reason about data while developing statistical understandings related to exploratory data analysis. Episodes taken from a 7th grade classroom in which a 12-week teaching experiment was conducted are presented. One of the goals of the teaching experiment was to investigate ways to support middle school students' development of statistical reasoning proactively. The use of computer tools was viewed as an integral aspect of statistical reasoning rather than an add-on. Two computer tools were designed with the intention of supporting students' emerging mathematical notions while simultaneously providing them with tools for data analysis. The intent of the instructional sequences developed in the course of the teaching experiment is outlined first. The rest of the paper consists of descriptions of episodes from the classroom that highlight students' development of sophisticated ways to reason about data. (MM)

ED 461 505 SE 065 410

McClain, Kay; Cobb, Paul; Gravemeijer, Koeno; Estes, Beth
Developing Mathematical Reasoning within the Context of Measurement.
PUB DATE- 99
NOTE- 16p.; In: V. Stiff and R. Curcio (Eds.). "Developing Mathematical Reasoning in Grades K-12, 1999 Yearbook." Reston, VA: National Council of Teachers of Mathematics.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Elementary Education; Estimation (Mathematics); Mathematics Curriculum; Mathematics Instruction; *Measurement; Mental Computation; *Problem Solving; Thinking Skills

This paper describes how one group of students developed personally meaningful ways to reason mathematically within the context of measurement. Episodes taken from a first grade classroom in which a 4-month teaching experiment was conducted are presented. One of the goals of the teaching experiment was to develop instructional sequences designed to support first grade students' construction of meaningful understandings for measurement and mental computation and estimation strategies

DESCRIPTORS- *Citizenship Education; Civics; Civil Liberties;
Civil Rights; Conflict Resolution; *Current Events; Gun
Control; High Schools; Immigration; Instructional Materials;
*Law Related Education; Mass Media Effects; Middle Schools;
School Safety; Social Studies; Teaching Guides
IDENTIFIERS- Bill of Rights; Establishment Clause; *United States
Constitution

Focusing on current topics germane to law-related education (LRE), this guide features ten LRE lessons. As part of a series of lesson plans compiled by Phi Alpha Delta, this collection presents a lesson plan on current issues for each month of the school year. Intended for high school and middle school with adaptations for elementary school, the individual lessons focus on school violence, school prayer, gun control, stalking, media influences, balancing the budget, the meaning of character, nuclear proliferation, immigration, and the penal system. Each lesson plan provides a lesson description, objectives, key concepts and vocabulary, detailed steps for implementing the lesson, questions for class discussion, and suggestions for additional activities. The lessons also include handouts and other relevant teaching materials. (TSV)

ED 461 528 SO 026 796

Ashbrook, Alexandra M.
Official 1996 Mock Trial Materials for the Twenty-Fourth Annual District of Columbia Public Schools Mock Trial Program. Kyle Wilkins, Plaintiff, v. New Columbia County School District, Defendant.
PUB DATE- 96
NOTE- 45p.; Prepared with Katya U. Lezin in conjunction with Richard L. Roe.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civil Law; Court Litigation; Educational Environment; High Schools; Instructional Materials; *Law Related Education; Laws; Legal Problems; Negligence; *Role Playing; *School Responsibility; *School Safety; Social Studies
IDENTIFIERS- Case Law; District of Columbia; *Mock Trials; Steroids

This guide contains the 1996 mock trial materials for the District of Columbia mock trial program. The trial focuses on a high school student who died of a heart attack attributed to the use of steroids. The plaintiff, the student's father, alleges that the school, its principal, and track coach were negligent in the death because they failed to supervise the safety of students. The guide contains: facts of the case; a statement of claims, defenses, and relief; applicable statutory and case law; rules of the family court in the "New Columbia"; witness statements; a release from liability form signed by the petitioner; safety statistics from the school; a letter from the petitioner to the school warning of the danger of steroid usage; an illustrated information sheet on the warning signs of steroid usage, and a memo from the principal of the school discussing the drug testing of athletes. (TSV)

ED 461 529 SO 027 148

Tapia, Ivan, Ed.
Music Training in Germany.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; *Conservation (Environment); Development; *Ecology; *Economics Education; Foreign Countries; *Global Education; Interdisciplinary Approach; International Cooperation; *Natural Resources; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides
IDENTIFIERS- Costa Rica; Indonesia; Japan

This teacher's guide presents teaching suggestions and presentation materials about natural resources as economic assets contributing to national economic productivity. The term "natural resource accounting" or "green accounting" is introduced for valuing natural resources as capital in economic systems. The lesson is divided into five parts and can be taught in two or more class periods. Student handouts include: (1) "Facts about Indonesia and Japan"; (2) "Facts about National Income Accounting"; and (3) "What Happens When Natural Resources Are Taken into Account?" Transparency masters offer "Costa Rica's Agricultural Product before and after Natural Resource Depreciation"; "Comparison of Indonesia's Gross Domestic Product (GDP) and Net Domestic Product (NDP), 1971-1984"; and "Comparison of Indonesia's Gross Domestic Investment (GDI) and Net Domestic Investment (NDI), 1971-1984." (EH)

ED 461 553 SO 028 459

Snyder, Sarah A.
Energy, Atmosphere, and Climate. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 48p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; Climate; *Conservation (Environment); Developed Nations; Development; *Ecology; Energy; *Energy Education; Foreign Countries; *Global Education; Interdisciplinary Approach; International Cooperation; *Natural Resources; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides
IDENTIFIERS- Africa; Asia; Europe; Mexico; South America

This teacher's guide presents teaching suggestions and presentation materials about how daily human activities, such as energy use, add pollutants to the atmosphere. The lesson is divided into seven parts and can be taught in two or more class periods. Student handouts include: (1) "Total Energy Use by Fuel Type, 1991"; (2) "Facts about Air Pollution"; (3) "Facts about Global Warming and Ozone Depletion"; and (4) "Reducing Carbon Emissions." Transparency masters are titled: (1) "Trends in Global Energy Consumption"; (2) "How the Greenhouse Effect Works"; (3) "Contributions to Global Warming"; (4) "Global Fossil Fuel Consumption, 1950-90"; (5) "Atmospheric CO2 Concentrations, 1860-1990"; (6) "The Greenhouse Index: 10 Countries with the Highest Greenhouse Gas Emissions, 1991"; (7) "Stratospheric Ozone Depletion, 1979-1991"; (8) "Number of Vehicles in the World"; and (9) "Energy Intensities in Developed Countries." (EH)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; British National Curriculum; Community Characteristics; Cultural Background; Cultural Education; Foreign Countries; *Heritage Education; History Instruction; *Local History; *Science Education; Secondary Education; Social Studies; Teaching Guides; World History
IDENTIFIERS- *Darwin (Charles); England

This handbook aims to: (1) introduce teachers and pupils to Charles Darwin, his life and work at Down House, his voyage on the Beagle, and his evolutionary theory; (2) set his ideas within the wider context of the 19th century; (3) link the subject areas to the British National Curriculum, particularly in history, science, and English at various levels; and (4) provide ideas for activities for pupils. The book is divided into three sections covering Darwin the man, the voyage of the Beagle, and evolutionary theory. Each section includes a variety of source material to illustrate the topic. There are 23 brief chapters with illustrations, a timeline, and a bibliography in the book. (EH)

ED 461 576   SO 029 599

McInerney, Dennis M.; Davidson, Neil; Suliman, Rosemary; Tremayne, Bob
Personal Development, Health and Physical Education in Cultural Context: Perspectives of Arabic and Non-Arabic Speaking Background Year Nine Students in Four Western Sydney High Schools.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 12-18, 1998). This is a summary of the full paper presented at the meeting; the full paper is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Cultural Awareness; *Cultural Background; Cultural Differences; Cultural Pluralism; Foreign Countries; *Health Education; *Individual Development; *Physical Education; Secondary Education; *Student Attitudes
IDENTIFIERS- Australia (Sydney)

This study focuses on problems that students from predominantly Muslim backgrounds had in completing practical components of tertiary Personal Development, Health, and Physical Education (PDHPE) courses in Australian schools. The research investigated the PDHPE programs in western Sydney high schools with high Arabic speaking populations. The study sought to identify barriers to effective teaching and learning of PDHPE objectives that might arise because of the students' cultural backgrounds. Study methods included student, teacher, and parent surveys, teacher surveys conducted in four western Sydney schools: a male only school, a state female only school, a Catholic female only school, and a co-educational school. The schools were comprised of 54% of students from Arabic speaking homes and 85% of all students from non-English speaking background schools. Major conclusions include: (1) schools need to be more culturally sensitive in what they teach and creative in sources used so all students can relate to the curriculum; (2) teachers need to be aware of problems that may prevent students from participating in the PDHPE curriculum because of

The Rancho Period (Rancho San Pedro). Grade 3 Model Lesson for Unit 4, Standard 3. California History-Social Science Course Models.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Cultural Context; Curriculum Based Assessment; Grade 3; *Land Settlement; *Local History; Primary Education; *Social Studies; *State History; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California; Historical Research

Prior to the beginning of the Mexican War of Independence in 1810, California was under Spanish rule. Mexico controlled California in 1822, beginning the Rancho period. The Mexican governors distributed large tracts of land to people of influence. Ranching conditions were almost perfect because the climate was mild enough to allow animals to live throughout the year with little shelter. In this unit, students will describe how the Rancho period of settlement left its mark on the development of the local community. Suggested time for unit implementation is 3 weeks. The content is rancho-specific to Rancho San Pedro, and an asterisk in the text indicates areas where resources for a different rancho or community needs to be inserted. The lesson plan provides teacher background; lists focus questions; and gives additional information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." Assessment opportunities are embedded in the curriculum and occur throughout the unit. The focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested in the lesson. Listed are resources for the sample topic. Additional information, maps, and sample worksheets are appended. (BT)

ED 461 599 SO 033 561

Delameter, Cynthia; Reems, Kemberly
The Birth of a City. Grade 3 Model Lesson for Unit 5, Standard 4. California History-Social Science Course Models.
PUB DATE- 99
NOTE- 52p.; Written with assistance from Akida Kissane Lewis and Priscilla Porter.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; *Government Role; Grade 3; *Local Government; *Municipalities; Primary Education; Simulation; *Social Studies; *State Standards; Teacher Developed Materials
IDENTIFIERS- California

Through reading a selected piece of literature and developing an imaginary city, students learn about the functions of local government and the incorporation process. They learn about the basic structure of the U.S. government and participate in a simulated city council meeting. Government is defined as the people and groups within a society with the authority to make, carry out, and enforce laws and to manage disputes about those laws. The study of government begins with students looking at the governance of the family and the school as analogous to the governance of the larger community and the nation. Suggested instructional assessment, instructional adaptation, student discipline, and student assistance for at-risk issues. Each school's implementation of the IST process is evaluated by validation teams. In the initial phases of the project, an average of 50,000 elementary school students have been assisted by the IST process annually. Referrals for multidisciplinary evaluation and placements in special education have been reduced substantially in schools enrolled in the IST process. Part two discusses instructional evaluation (Kovaleski, Lowery, and Gickling). Instructional evaluation is a procedure in which a student's need for special education is systematically examined through an analysis of the student's responses to classroom-based interventions. The multidisciplinary team (MDT) uses the instructional evaluation process to analyze the level and intensity of the intervention(s) needed in order for the student to succeed in the regular education setting, or whether special education may be required. The MDT gathers the data necessary for making eligibility decisions and for design of an IEP for eligible students. A re-evaluation process reviews the student's IEP, determines which instructional approaches and techniques have been successful, and recommends changes to the IEP. (Contains 22 references.) (ND)

ED 461 620 SP 037 543

Kovaleski, Joseph F., Ed.
Suggestions for Implementing Instructional Support Teams and Student Assistance in Middle Schools.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 95
NOTE- 12p.; For related IST documents, see SP 037 535-545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Inclusive Schools; *Instructional Improvement; Middle Schools; Models; Partnerships in Education; Program Implementation; Special Education; *Special Needs Students; State Programs; State Standards; Student Evaluation; *Team Training; *Teamwork
IDENTIFIERS- *Instructional Support; Pennsylvania; *Student Assistance Programs

The Instructional Support Team (IST) process is mandated in all Pennsylvania schools that include any grade from kindergarten through 6. Middle schools that house grade six or below are required to enroll in IST training and ultimately achieve IST validation. In addition to the IST requirement, all secondary schools are required to have a Student Assistance Team. In grades K through 6, Student Assistance functions are incorporated into the IST. This document offers suggestions to middle schools beginning to address the task of providing both Student Assistance and Instructional Support within their buildings. The underlying theme is to clarify the requirements while providing sufficient flexibility for the creation of a site-specific process that is sensible for each individual school. Rather than conceptualizing students as Instructional Support cases or Student Assistance cases, the goal is to see each student as a child with a variety of needs that can be met by a variety of resources working together. Sections of the document address initial planning and decision making, training issues, validation issues, implementation issues, and record keeping. (ND)

24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Method (Teaching Technique); *Computer Uses in Education; Electronic Mail; Elementary Secondary Education; Feedback; *Field Experience Programs; Higher Education; *Internet; Online Courses; Preservice Teacher Education; *Student Teaching; Teaching Methods

This paper describes how the Internet was used in one preservice teacher education program to enhance field experiences and student teaching. It examines how the professor helped cohorts of field students and student teachers to continue their rich discussions beyond seminars (via online discussions and message boards); how he was able to use challenges faced by specific students as clinical case studies for all students across the program; how the student teacher program was able to shift from large-group debriefings, where typically a minority of students participated, to a place where everyone shared; how he provided more timely feedback regarding students' reflective journals and spent more time observing and less time reading while supervising; and how he was able to use the experiences of the current field students and student teachers as exemplars that would be available to future field and student teachers. The paper concludes that student experiences in the field can be enhanced by using communications software on the Internet. (SM)

ED 461 640 SP 040 481

Connor, Kathy R.; Killmer, Nadine
Elementary and Secondary Cooperating Teacher Effectiveness: Is There a Difference?
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Mentors; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; *Teacher Characteristics

This study examined the responses of elementary and secondary level student teachers and cooperating teachers to questions about characteristics of effective cooperative teachers. Data were collected over 2 years and analyzed separately for the elementary and secondary education levels. Overall, both groups of student teachers unanimously agreed that the four most important characteristics of effective cooperating teachers were providing helpful feedback and guidance, sharing files and ideas, allowing the freedom to try new things, and providing a positive and supportive environment. Elementary level student teachers mentioned feedback and sharing of files and ideas nearly twice as often as did secondary level student teachers. Both groups of student teachers also mentioned the importance of professional modeling and a caring attitude. Cooperating teachers consistently cited the same major characteristics as did the student teachers. These results suggest that there is substantial agreement on the four characteristics that effective cooperating teachers must possess. (Contains 27

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 32p.; ARTHUR R is produced with CINAR and sponsored by Libby's R Juicy Juice R , Post R , Alpha-Bits R Cereal, and LEGO R .
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dental Health; Early Childhood Education; *Exercise; Health Education; *Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Emotions; *Head Lice

This health curriculum for teachers, after-school providers, and school nurses uses the cartoon character Arthur to introduce four units that explore four distinct early childhood health themes. The themes are: "Eat Well. Stay Fit" (good nutrition and exercise); "Open Wide!" (dental health); "Dealing with Feelings" (emotions); and "Head Lice Advice" (head lice). Each unit includes background information, age-appropriate activities, a book list, a featured Arthur show, and family activity sheets in English and Spanish. The family activity sheets are also provided in Vietnamese, Chinese, and Tagalog on the ARTHUR TM site. (SM)

ED 461 661 SP 040 526

Wragg, E. C.; Brown, G.
Explaining in the Primary School. Successful Teaching Series.
PUB DATE- 01
NOTE- 74p.; First published as "Explaining" in 1993 by Routledge. New revised edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementury School Students; Elementary School Teachers; Feedback; Qualitative Research; Statistical Analysis; *Teaching Methods; Thinking Skills
IDENTIFIERS- *Explanations; Subject Content Knowledge

This book explores strategies for building up a repertoire of techniques that allow teachers to develop effective explanatory skills. Though it focuses on elementary teachers, many strategies are appropriate for secondary teachers. The book uses a mixture of activities, discussion points, and classroom-based findings that have been proven successful. Six units focus on: (1) "What is Explaining?" (main features of explanations and students' perspectives); (2) "Strategies of Explanation" (different approaches and broad strategies); (3) "Analyzing Explanations" (qualitative and quantitative analysis, levels and types of thinking, students explaining, and using schedules); (4) "Knowing the Subject Matter" (mastering subject matter, explaining concepts, written explanations, and coping strategies); (5) "Effective Explaining" (main features of effective explaining, students' perspectives, discovering versus being told, and effecting creativity); and (6) "Feedback" (evaluating explanations and general feedback). (Contains 20 references.) (SM)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; American Indians; Asian Americans; Blacks; Correctional Institutions; *Delinquency; Ethnic Groups; Hispanic Americans; *Juvenile Justice; *Law Enforcement; *Minority Groups; Models; *Racial Differences; Racial Discrimination; Urban Youth

This report concludes a 15-month research project examining the role that minority status (African American, Hispanic, Asian Pacific Islander, Native American) plays in the processing of youth by the juvenile justice system. The research began with a review and summary of existing research on the issue. A strategy was then developed for identifying existing programs and policies that may have dealt with differential processing of minority youth. Finally, a number of databases were examined to identify methodological problems associated with previous work in this area and to understand the dynamics of juvenile processing. Policy and program recommendations were then developed to address the issue of disproportionate involvement of minorities in the juvenile justice system. Research evidence did demonstrate that race effects, or at least a mixed pattern of race effects, are evident in juvenile justice processing. A survey of states indicated that 27 of 33 states replying did not have any program specifically targeting minorities or working to ensure equity in juvenile processing. A decision-tree model was developed to show the points in the juvenile justice system in which processing inequities could occur. This model makes clear the multiple points at which minority status can influence outcomes for youth. The first step in developing policies to combat differential processing would be to educate local communities and juvenile justice agencies. Recommendations are made for systematic monitoring and self-assessment by juvenile justice agencies, with staff training and other strategies as local situations warrant. (SLD)

ED 461 682 UD 032 177

Through the Eyes of Children: A New Vision for Ohio's Urban School Communities. An Urban Schools Initiative Report to Ohio's Superintendent of Public Instruction.
SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, OH.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; *Community Involvement; Cooperation; *Educational Change; Elementary Secondary Education; *Partnerships in Education; Performance Based Assessment; State Programs; Teaching Methods; Urban Problems; *Urban Schools; Urban Youth
IDENTIFIERS- *Ohio

The Ohio Department of Public Schools launched its Ohio Urban Schools Initiative as a commitment to systemic long-term change in the state's 24 urban districts. This report contains a framework that represents the initial phase of the Urban Schools Initiative, which developed into a collaborative effort among the school systems, state and local agencies, and the private sector. The recommendations of the Urban Schools Initiative in this report appear in four major sections. Each discusses broad objectives followed by recommended actions. The sections are: (1) "Coming Together: Redefining Communities," recommendations about shared responsibility and accountability for urban school improvement; (2) "Teaching and Learning: Creating a Renaissance in Urban Schools," recommendations on

(4) a sample handout for follow-up and preparation for the second session; (5) samples of group guidelines for preparation and participation; and (6) materials for a follow-up packet for participants that include some written summaries and enrichment readings. (SLD)

ED 461 699 UD 034 664

Hear Us Out: Commentary by Youth on School and Society. Speaking Out.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Carnegie Corp. of New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adolescents; Disadvantaged Youth; Diversity (Student); *Minority Groups; Secondary Education; *Student Attitudes; Urban Areas; Urban Youth; Writing Workshops

This publication presents essays written by seven young, urban, minority students participating in an intensive writing workshop given by What Kids Can Do in collaboration with the Margins to Mainstream project. The goal of the workshop was to coach students to create short essays suitable for use as a newspaper column, radio commentary, or college essay. The essays, which speak of the youths' struggles, inspirations, challenges, and triumphs include: "My Sequel to 'Baby Boy'" (Kellon Innocent); "Naki and I Start School" (Maharai Lowe); "How a Family Turns" (Misty Wilson); "What Really Matters? A Student's Perspective on Schooling" (Christine Mendoza); "Doing the Math for the American Dream" (Nick Jackson); "Fire, Water, Family: Moving Past Fear into the Future" (Cleopatra Counts); and "The Will To Work and Where We Find It" (Bosung Kim). The final paper, "Afterword" (Kathleen Kushman), describes the process of writing these essays during the writing workshop, explaining that for most of the participants, the process demystified the act of writing for publication and allowed students to see that their own lives could yield important points for others. (SM)

ED 461 700 UD 034 709

Building More Effective Community Schools: A Guide to Key Ideas, Effective Approaches, and Technical Assistance Resources for "Making Connections" Cities and Site Teams.
PUB DATE- 00
NOTE- 57p.; Part of a series from the Technical Assistance/Resource Center of the Annie E. Casey Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Educational Improvement; Educational Quality; Elementary Secondary Education; Public Schools; *School Community Relationship; Urban Areas

for numbers up to 100. A primary focus when developing the instructional sequences was to support students' multiple interpretations of problem situations. The episodes provide a setting for the examination of measurement as a context for supporting students' construction of sophisticated ways to think and reason mathematically. The intent of the instructional sequences developed in the course of the teaching experiment is outlined first. The rest of the paper consists of descriptions of episodes from the classroom that highlight students' ability to reason mathematically while investigating issues related to measurement. (MM)

ED 461 506 SE 065 419

Saul, Mark
A Distant Mirror: Mathematics Education in South Africa.
PUB DATE- 01
NOTE- 6p.; In: "Notices of the AMS," v48 n4 (April 2001): 390-393.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Higher Education; Mathematics Curriculum; *Mathematics Instruction; *Professional Development; Secondary Education; Teacher Education; Teaching Methods
IDENTIFIERS- *South Africa

This essay reports on the current state of mathematics education in South Africa. It describes visiting schools and universities and reports on the views of various members of South Africa's mathematical community. Exchanges with students during classroom visits are also presented. (MM)

ED 461 507 SE 065 433

Curtis, David H.; Hewes, Christopher M.; Lossau, Matthew J.
Map-IT! A Web-Based GIS Tool for Watershed Science Education.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the Environmental Systems Research Institute (19th, San Diego, CA, July 26-30, 1999). Some pictures may not photograph adequately. Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Interfaces; *Computer Uses in Education; Elementary Secondary Education; Hands on Science; Internet; Learning Strategies; Science Activities; Science and Society; Science Curriculum; Science Instruction; *Spreadsheets; *World Wide Web

This paper describes the development of a prototypic, Web-accessible GIS solution for K-12 science education and citizen-based watershed monitoring. The server side consists of ArcView IMS running on an NT workstation. The client is built around MapCafe. The client interface, which runs through a standard Web browser, supports standard MapCafe calls to the server and also the uploading and viewing of "shape" or georeferenced spreadsheet data. Preliminary supporting tutorials and classroom materials are in development. The key features of the tool, the approach to design and prototyping, plans for further development of MAP-IT! and its integration into the middle and high school science curriculum are discussed. (Author/DDR)

PUB DATE- 94
NOTE- 45p.; English translation, Brangwyn Jones. Theme issue. English edition of B&W titled "Education and Science."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Activities; Elementary Secondary Education; Fine Arts; *Folk Culture; Foreign Countries; Jazz; Multicultural Education; *Music; *Music Appreciation; *Music Education; Musicians; Popular Culture; Popular Music
IDENTIFIERS- *Germany

This special-issue volume examines music education in the two Germanies and how music has had a great influence in the culture of the nations. The presentation is a professional and objective portrayal of music training and cultivation in Germany in the last decade of the present century. The articles attempt to outline the problems and tasks that need to be addressed in order to preserve the traditional role and function of music in German society. Articles include: (1) "A Land of Music" (Richard Jakoby); (2) "Music Education and Training in Germany" (Eckart Rohlfs); (3) "Mutuality through Music" (Michael Jenne); (4) "Where Does Youth Encounter Classical Music or Vice-versa?" (Reinhard Schulz); (5) "Alternative Music Training: Opportunities for Children and Young Persons Outside Music Schools and Music Associations" (Brigitte Schafer); (6) "Jazz and Popular Music in Germany" (Markus Woele); (7) "Jazz in the Former GDR: A Chequered History" (Bernd Noglik); and (8) "From the German Music Council's Point of View: A Final Word" (Franz Muller-Heuser). (EH)

ED 461 530   SO 027 256

Harris, Carol E., Ed.; Depledge, Norma E., Ed.
Advancing the Agenda of Inclusive Education. Proceedings of the CASWE Summer Institute (1st, St. Catherines, Ontario, Canada, June 7-9, 1996).
PUB DATE- 96
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; *Agenda Setting; Cultural Awareness; Disabilities; Elementary Secondary Education; Females; Foreign Countries; *Indigenous Populations; Social Discrimination; Social Integration; Special Needs Students; Stereotypes; *Womens Studies
IDENTIFIERS- *Canada

The first Canadian Association for the Study of Women and Education (CASWE) Summer Institute convened to address issues resulting from exclusionary practices in education. The forum provided a venue for individuals and groups involved in a wide range of educational endeavors to share perspectives of inclusive education. Those facing exclusion in education include women, minorities, Aboriginals, and persons with disabilities. This proceedings include 535 papers divided among 4 sessions with additional sections on professional development and action strategies for change. Sessions include: (1) "Inclusionary Education"; (2) "Inclusion in Traditional School Subjects"; (3) Pedagogical Alternatives for Education"; and (4) Issues in Inclusivity." The papers encompass such topics as gender equity (especially in the subject areas of mathematics, science, and technology), stereotyping, diversities, meeting

ED 461 554 SO 028 460

Snyder, Sarah A.
Women, Equity, and Sustainable Development. Teacher's Guide to World Resources Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 72p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor. Also supported by the American Gas and Beinecke Foundations.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Education; *Citizenship; Developing Nations; Development; *Females; Foreign Countries; *Global Education; Interdisciplinary Approach; International Cooperation; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides; Womens Education; *Womens Studies
IDENTIFIERS- Africa; Asia; Europe; South America

This teacher's guide presents teaching suggestions and presentation materials about women's rights around the world in terms of equal access to education, health care, employment, land, credit, technology, and political power. Implications of these inequities are explored through the concept of sustainable development. The lesson is divided into seven parts and suggests allowing four or more class periods for completion. Student handouts include: (1) "Beyond the Veil: The Women of the Village of Khajuron"; (2) "Afi: A Woman of Ghana"; (3) "Women Sow Seeds of Change"; (4) "Women's Education Campaign Protects Resources and Health in Sri Lanka"; (5) "Activist Wages One-Women Fight Against Hazardous Waste"; (6) "Women and the Environment: A Different Point of View"; and (7) "Investing More in Women: An Agenda for the 1990s." Transparency masters are titled: (1) "Percent of Females Enrolled in Secondary School"; (2) "Female and Male Adult Literacy Rates, 1990"; (3) "Female Literacy and Population Growth in Selected Countries"; (4) "Maternal Mortality Rate in Selected Countries, 1980-1990"; (5) "Sex Differences in Infant Mortality in Selected Countries, 1994"; (6) "Total Labor Force by Gender, 1990"; (7) "Women's and Men's Working Time, Including Household Labor, 1976-88"; (8) "Gender Labor Division in Africa, Early 1980s"; (9) "Women's Average Wages as a Percentage of Men's, 1983-87"; and (10) "Parliamentary Seats Held by Men and Women in Selected Countries, 1987." (EH)

ED 461 555 SO 028 461

Snyder, Sarah A.
Biodiversity. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 36p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

students cultural values; (3) students and parents need to know the expectations and demands of the curriculum area and be encouraged to contribute to its development and implementation; (4) teachers' perceptions, needs, values and attitudes should be acknowledged in the presentation of programs; (5) preservice teachers need to develop knowledge and skills with culturally diverse students under the supervision of teachers of a different cultural background to their own; and (6) such problems associated with PDHPE and students from culturally diverse backgrounds that have emerged will only increase in frequency as the diversity of the student population increases in the schools. (Contains 35 references.) (EH)

ED 461 577   SO 029 605

Ruth, Amy, Ed.
Iowans with Disabilities.
PUB DATE- 97
NOTE- 34p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Elementary Education; Health; Hospitals; *Local History; Sign Language; *Social Studies; *State History
IDENTIFIERS- *Iowa

"The Goldfinch" is a magazine aimed at introducing young people to Iowa history. Each issue has a different topic which is discussed in detail throughout that issue. There are articles which describe different aspects of the topic. The topic for this particular issue is "Iowans with Disabilities." Featured articles from this issue include: "Learning about Disabilities"; "Caring for Iowans with Disabilities"; "Voices from Glenwood"; "Helping Technology"; "Andrew Clemens"; "Learning the Manual Alphabet"; "Rose Quinn"; "Working on the Railroad"; "Hattie Voeklers"; "Kurt Kehrli"; "It's the Law: Serving People with Disabilities"; "The Polio Epidemics"; and "Living with Polio." Regular features include "Dear Diary" and "Be a Diary Detective." (RH)

ED 461 578   SO 029 606

Frese, Millie K., Ed.
"I" Is for Iowa Inventors!
PUB DATE- 98
NOTE- 34p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Elementary School Students; Family History; *Inventions; *Local History; *Patents; Social History; *Social Studies; *State History
IDENTIFIERS- *Iowa

"The Goldfinch" is a magazine oriented toward young children and intended to introduce said audience to many different aspects of Iowa history. Each issue focuses on a different topic, and features a number of articles that discuss the topic in more depth. The topic for this issue is Iowa Inventors. Featured articles highlight women inventors, young inventors, and patents. The articles include "Iowa Inventors from A to Z"; "Patent That"; "Write Women Back into History"; "Nicholas Schrunk: Kid Inventor"; and "Fort Madison: Inventor 'Pens' History." Additional activities include a crossword puzzle, a history mystery, and a story. (RH) time for unit implementation is 3 weeks. Following a description of the unit, the lesson plan provides teacher background; lists focus questions; and presents information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." The unit assessment is integrated with the instruction and occurs throughout. The focus questions provide a framework for the evaluation of the lesson. Extended/correlated activities are suggested. Contains a resource list for the sample topic. Appended are sample worksheets, additional information, and city plans. (BT)

ED 461 600 SO 033 562

Davies, Rosie Becerra; Smith, Denise; Mastin, Susan
Growth and Development of a Community. Grade 3 Model Lesson for Unit 6, Standard 3 & 5. California History-Social Science Course Models.
PUB DATE- 99
NOTE- 87p.; Written with assistance from Priscilla Porter.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Community Development; Curriculum Based Assessment; Grade 3; *Land Settlement; *Local History; Primary Education; *Social Studies; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California

In this unit, students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land. Students draw from historical and community resources (maps, photographs, oral histories, newspapers) to demonstrate an understanding of the growth and development of their local community. The focus is on the population, land use, transportation, and businesses of the community today and how these areas of the community have grown and developed over time. Students determine the impact of the population boom; the coming of the railroad; the development of new sources of water; and the beginning of new industries such as aviation, agriculture, oil, shipping, and cinema. Suggested unit implementation time is 8 weeks. Following a unit description, the lesson plan provides teacher background; lists focus questions; and presents information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." The lesson assessment is integrated with the instruction and occurs throughout the unit and in the "Culminating the Topic" section. The focus questions provide a framework for the evaluation of the lesson. Extended/correlated activities are suggested. Contains an extensive resource list for the sample topic. Appended are sample worksheets and additional information sheets. (BT)

ED 461 601 SO 033 563

Wendling, Laura
The Physical Setting: California and Beyond. Grade 4 Model Lesson for Standard 4.1. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

ED 461 621 SP 037 544

Kovaleski, Joseph F., Ed.
Pennsylvania Principals' Training Model. Trainer's Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 95
NOTE- 207p.; For related IST documents, see SP 037 535-545. Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Inclusive Schools; *Instructional Improvement; Models; Partnerships in Education; *Principals; *Special Needs Students; State Programs; State Standards; Student Evaluation; *Teamwork; *Workshops
IDENTIFIERS- *Instructional Support; Pennsylvania

The Instructional Support Team (IST) process is an intensive building-based pre-referral intervention program using teams of teachers and other school professionals to assist elementary students experiencing difficulty in the classroom. This trainer's manual presents a model workshop for training principals. The workshop's goals are to: (1) increase understanding of the IST process; (2) understand the role of the principal in the IST process; (3) recognize belief systems or paradigms of self and others as they relate to the education of children at risk or with special needs; (4) gain an understanding of inclusion and how it relates to the IST process; and (5) understand how IST is connected to other programs, initiatives, and goals within the school and district. The 4-day workshop is divided into 12 sessions. The manual provides a detailed outline of each session for the workshop leader, along with handouts and overheads, and directions for small group discussions. Topics covered include: the background and use of the IST process, "the change game," curriculum based assessment, IST computer programs, effective interaction patterns, role playing, marketing IST, and starting to make connections. (ND)

ED 461 622 SP 037 545

Kovaleski, Joseph F., Ed.; Lowery, Paul E., Ed.
Instructional Evaluation: School Psychologist Training of Trainers Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 95
NOTE- 73p.; For related Instructional Support Team (IST) documents, see SP 037 535-544.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Instructional Improvement; Models; *Partnerships in Education; *School Psychologists; *Special Needs Students; State Programs; State Standards; Student Evaluation; *Team Training; Teamwork; *Training Methods; Workshops
IDENTIFIERS- *Instructional Support; Pennsylvania

The goal of this workshop for school psychologists is to provide high quality training in best practices for instructional evaluation. An objective of these trainings is to facilitate the implementation of the instructional evaluation requirement of the Special Education Regulations and Standards for

references.) (SM)

ED 461 641 SP 040 484

Cornett, Lynn
Teacher Supply and Demand in Tennessee.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Diversity (Faculty); Elementary Secondary Education; Enrollment Trends; Higher Education; Preservice Teacher Education; Teacher Certification; Teacher Characteristics; Teacher Competencies; Teacher Qualifications; Teacher Selection; *Teacher Supply and Demand
IDENTIFIERS- *Tennessee

This report presents data on Tennessee's teaching workforce. There has been a recent increase in the percentage of new, inexperienced teachers hired in Tennessee. While there was no change in teacher turnover in recent years, the loss of new teachers became more serious throughout the 1990s. Lack of teacher and administrator diversity remained a problem throughout the 1990s, though the percentage of African American teachers increased by 3 percent each year from 1997-99. Every year, about three-fourths of new graduates hired to teach came from Tennessee colleges and universities. There was little diversity in Tennessee's teacher education program graduates. More new graduates were being hired for Tennessee's classrooms in the new millennium than in the early 1990s. Most preservice programs prepared many more teachers for elementary than secondary education, and there was a shortage of mathematics and science teachers. For some subjects, Tennessee's reserve pool (licensed teachers who are not teaching) is very small. Teacher supply varies by subject matter and geographic area within the state. The demand for teachers is very uneven across the state. Factors influencing teacher demand include student enrollment trends, standards for student-to-teacher ratios, and state efforts to reduce class size. (SM)

ED 461 642 SP 040 486

SREB States Lead the Way in National Board Certification for Teachers.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Inservice Teacher Education; National Standards; *National Teacher Certification; *Teacher Competencies; Teacher Salaries
IDENTIFIERS- *National Board for Professional Teaching Standards; *Southern Regional Education Board; State Policy

This report presents data on National Board for Professional Teaching Standards (NBPTS) certification for teachers in Southern Regional Educational Board (SREB) states. North Carolina and Florida lead the nation in total numbers of teachers with NBPTS certification. Two-thirds of all NBPTS certificates were awarded to teachers from SREB states in 1999-2000. Six SREB states were among the top 10 states in numbers of nationally certified teachers produced in 1999-2000. Between

ED 461 662 SP 040 527

Wragg, E. C.
Class Management in the Primary School. Successful Teaching Series.
PUB DATE- 01
NOTE- 80p.; First published as "Class Management" in 1993 by Routledge. New revised edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Decision Making; Elementary Education; Elementary School Teachers; *Interpersonal Relationship; *Student Behavior; Teacher Competencies; Teacher Student Relationship
IDENTIFIERS- Beginning of School Year; Rules and Regulations

This book is designed to help elementary teachers improve their classroom management techniques. It can be used alone or in conjunction with other books in the "Successful Teaching Series." Many issues covered in the book are generic and apply to both elementary and secondary teaching. Section 1, "Skillful Class Management," analyzes what constitutes effective classroom management. Section 2, "Different Views," examines different philosophies and approaches to classroom management (e.g., authoritarian, democratic, behavior modification, interpersonal relationships, and folklore). Section 3, "First Encounters," explores the very first encounters that teachers have with their new classes (e.g., preparing for entering the classroom, entering the school, entering the classroom, and opening words). Section 4, "The Two Rs: Rules and Relationships," examines rules, self- discipline and negotiation, interpersonal relationships, and rewards and punishments. Section 5, "Skills, Strategies and Decision-Making," focuses on decision making (e.g., individual and group management, time management, space management, vigilance, and student disruption). Section 6, "Developing and Enhancing Competence," looks ahead to the development of greater competence in classroom management. Several types of activities are included (discussion, written, and practical). (Contains 29 references.) (SM)

ED 461 663 SP 040 528

Wragg, E. C.; Brown, G.
Explaining in the Secondary School. Successful Teaching Series.
PUB DATE- 01
NOTE- 72p.; First published as "Explaining" in 1993 by Routledge. New revised edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Secondary Education; Secondary School Teachers; Teacher Evaluation; *Teaching Methods
IDENTIFIERS- *Explanation Based Learning; *Explanations; Teacher Knowledge

This book helps secondary school teachers understand how to use explanation as a teaching method. It explores strategies for building up a repertoire of ideas, approaches, and techniques the need to raise expectations, measure and recognize improvement, and provide multiple pathways to educational success; (3) "Students, Parents, and Teachers: Navigating the Transitions to New Levels of Learning," recommendations about the need to understand individuals and their learning processes; and (4) "Foundations for Change," recommendations that address the need to provide urban youth with physical surroundings that support learning and help urban educators maximize the resources available for improvement. An appendix contains starting points for performance measurement, a list of resources, lists of participants and contributors, and city school district profiles. (Contains 15 references.) (SLD)

ED 461 683 UD 032 179

LeBlanc, L. Suzanne
Consistent and Persistent: A Necessary Response to Children Involved in Prostitution.
SPONS. AGENCY- Community Planning Council of Prince George (British Columbia).
PUB DATE- 97
NOTE- 37p.; Submitted to the Downtown Service Providers Committee of Prince George, British Columbia.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Child Abuse; Elementary Secondary Education; Foreign Countries; *Prevention; *Sex Education; Sexuality; Social Problems; *Social Services; Urban Problems; *Urban Youth
IDENTIFIERS- *Alberta; *British Columbia; *Child Prostitution; Teenage Prostitution

This document presents a systematic, comparative review of three reports: (1) "Community Consultation on Prostitution in British Columbia: Overview of Results" (released in March 1996 by the Ministry of the Attorney General in British Columbia); (2) "Children Involved in Prostitution" (from Alberta in January 1997); and (3) "Position Paper on Law 212(4): A Time for Action" (produced by the Downtown Eastside Youth Activities from a survey conducted in Vancouver, British Columbia). Although each of these reports has been reviewed individually by the Downtown Service Providers (DTSP) Committee, an ad hoc committee comprised of representatives from providers of social services within the downtown core of Prince George, British Columbia, there seemed to be some level of discrepancy among the reports and the statistics revolving around the communal problem of youth prostitution. Hence, the need for this comparative evaluation. In Prince George as in other communities across Canada, adolescents under the age of 18, and some as young as 9 years old, are involved in youth prostitution. This paper focuses on identifying solutions to the problems of sexually exploited youth in Prince George by: (1) outlining the problems of community youth involved in prostitution; (2) providing a synthesis of recent reports from British Columbia and Alberta addressing youth prostitution; and (3) summarizing the responses of local professionals involved in providing service to local youth. The three papers synthesized shared the assumption that youth prostitution is serious and should be regarded as a form of child abuse. Recommendations for addressing this problem in Prince George focused on recognizing the seriousness of the problem and providing resources for prevention and helping children already involved. The recommendations included educational efforts to inform those involved with the issue, including teachers and

"Making Connections" is an effort to improve the life chances of vulnerable children by strengthening their families and neighborhoods. It helps families raise healthy, confident, and successful children by tapping the skills, strengths, leadership, and resilience found in all neighborhoods. The first section, "Introduction," reviews key issues that provide direction and energy for the most promising approaches to school improvement. The next section, "Potential Requests, Opportunities, and Challenges," describes concerns and questions about school-related issues that are likely to be raised in all Making Connections cities and neighborhoods, emphasizing issues that neighborhood residents and leaders might raise about schools, trends and opportunities upon which sites can build, and challenges sites might face. The final section, "Promising Approaches and Resources," discusses strategies for building strong, community-responsive schools, focusing on accelerating the improvement of strong, publicly-funded schools (transforming existing public schools through school improvement and creating new schools in the neighborhood); strengthening linkages among school-family-community partners (involving families in school transformation and creating and fostering school-community partnerships that strengthen families and neighborhoods); increasing choice; and supporting systemic reforms. An appendix presents additional programs and organizations located in or near Making Connections sites. (SM)

ED 461 701 UD 034 717

Allensworth, Elaine; Easton, John Q.
CPS Dropout Rates by Race and Gender. Addendum to "Calculating a Cohort Dropout Rate for the Chicago Public Schools: A Technical Research Report."
PUB DATE- 01
NOTE- 15p.; For full report, see ED 459 287.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Asian American Students; Black Students; *Dropout Rate; *Dropouts; Hispanic American Students; Public Schools; *Racial Differences; Secondary Education; Tables (Data); White Students
IDENTIFIERS- *Chicago Public Schools IL

This collection of graphs displays 6-year cohort dropout rates in the Chicago Public Schools by student racial/ethnic background (African American, Latino, white, and Asian American) and gender. Each cohort is followed for 6 years, from age 13 to age 19 years. The graphs use the methodology described in the full technical report to calculate dropout rates. (SM)

ED 461 702 UD 034 718

Policy Framework for Addressing Personal Security Issues Concerning Women and Girls. National Strategy on Community Safety and Crime Prevention.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Safety; *Community Involvement; *Crime Prevention; Family Violence; *Females; Foreign Countries; Gender Issues; Health Promotion; Public Policy; *Security (Psychology)

ED 461 508   SE 065 490

Artino, Carmen Q.
Writing in My Calculus Classroom: An Evolution.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Conference on the Teaching of Mathematics (6th, Milwaukee, WI, June 20-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculus; Cognitive Processes; Educational Change; Functions (Mathematics); Higher Education; *Journal Writing; Learning Strategies; *Mathematics Activities; *Mathematics Curriculum; Mathematics Instruction; Secondary Education; *Writing Across the Curriculum

Since the advent of reform in mathematics education, writing in mathematics courses has taken on an increasingly important role. This paper discusses what one teacher has done over time to incorporate writing into calculus classes and how the techniques employed have evolved over time. The focus is on journal writing, extended exercises, and lab-based exercises. Several recommendations are made to increase the effectiveness of writing exercises in mathematics classes. (DDR)

ED 461 509   SE 065 527

Bobis, Janette
Supporting Teachers To Implement a Numeracy Education Agenda.
SPONS. AGENCY- Australian Association of Mathematics Teachers, Adelaide.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Mathematics Education; *Numeracy; *Preservice Teacher Education; *Teacher Education
IDENTIFIERS- *Australia

This paper addresses three major questions: (1) What can be done at the preservice and inservice levels to help teachers become more effective teachers of numeracy? (2) How can teachers be supported to teach numeracy more effectively to children from various ethnic, indigenous, and socio-economic backgrounds? and (3) What are the responsibilities of teacher educators and those who cater to the continuing professional development of teachers in numeracy? As well as addressing these questions, the current status of professional development, from a research and practical perspective both nationally and internationally, is discussed. The goal is to raise and discuss issues that may affect teachers implementing a numeracy education agenda and to inform those responsible for making decisions about the development of approaches and future directions of numeracy education at the preservice and inservice levels. (Contains 81 references.) (MM)

ED 461 510   SE 065 543

Brawner, Catherine E.; Felder, Richard M.; Allen, Rodney H.;

the needs of Aboriginal students, sexual harassment of female school administrators, and achievements of minority women in academe. (BT)

ED 461 531 SO 027 409

Cogan, John J., Ed.
Global Education Bibliography: A Publication of the Citizenship Education Policy Study.
PUB DATE- 96
NOTE- 18p.; Patricia K. Kubow was compiler.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Futures (Of Society); *Global Approach; *Global Education; Higher Education; Reference Materials; World Affairs

This bibliography lists books, papers, conference presentations, periodicals, and special publications that address the topic of global education. Items listed in the ERIC database have accompanying ED numbers in the bibliographic record. The Citizenship Education Policy Study was in effect from 1993-1998 and included 24 researchers and contributors from 9 nations. (EH)

ED 461 532 SO 027 410

Cogan, John J., Ed.
Futures Bibliography: A Publication of the Citizenship Education Policy Study.
PUB DATE- 96
NOTE- 9p.; Patricia K. Kubow was compiler. The Citizenship Education Policy Study was in effect from 1993-1998 and included 24 researchers and contributors from 9 nations.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Futures (Of Society); *Global Approach; *Global Education; Higher Education; Reference Materials; World Affairs

This bibliography lists books, papers, conference presentations, periodicals, and special publications that address the topic of the future of society and futures planning. Items listed in the ERIC database have accompanying ED numbers in the bibliographic record. The Citizenship Education Policy Study was in effect from 1993-1998 and included 24 researchers and contributors from 9 nations. (EH)

ED 461 533 SO 027 540

Improving the Quality of Basic Education, Volume 5. Country Papers: Brunei Darussalam, Canada, Kenya, Uganda. Conference of Commonwealth Education Ministers (11th, Barbados, October 29-November 2, 1990).
PUB DATE- 90
NOTE- 154p.; For related volumes, see SO 027 541-543. Some text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Studies; Basic Skills; Canadian Studies; *Comparative Education; Cross Cultural Studies; Culture; Foreign Countries; Foreign Culture; Functional Literacy; Higher

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biodiversity; *Citizenship; *Conservation (Environment); Developing Nations; Development; *Ecology; Environmental Education; Foreign Countries; *Global Education; Habitats; Interdisciplinary Approach; International Cooperation; Rainforests; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides; Wetlands
IDENTIFIERS- Costa Rica

This teacher's guide presents teaching suggestions and presentation materials about the importance of biodiversity, examines why it is threatened, and suggests ways of conserving it. The lesson is divided into seven parts and suggests allowing two or more class periods for completion. Student handouts include: (1) "Test Yourself: How Much Do You Know about Biodiversity?"; (2) "Facts about Biodiversity"; (3) "Collecting Species Data in Costa Rica"; and (4) "Answers to 'How Much Do You Know about Biodiversity?'" Transparency masters are titled: (1) "Species Remaining to be Described"; (2) "Wetland Loss in Selected Industrialized Countries, 1950-80"; (3) "Trends in Deforestation and Population Growth, 1850-1980"; and (4) "Tropical Areas with Rich Floral Diversity." (EH)

ED 461 556 SO 028 462

Snyder, Sarah A.
Two Giants: China and India. Teacher's Guide to World Resources Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 87p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor. Also supported by the American Gas and Beinecke Foundations.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Biodiversity; *Chinese Culture; Developing Nations; Development; Foreign Countries; *Global Education; *Indians; Interdisciplinary Approach; Non Western Civilization; Population Trends; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides
IDENTIFIERS- China; India

This teacher's guide presents teaching suggestions and presentation materials about the challenges faced by China and India as they work to sustain their population and ways of life without exhausting the environmental resources each has. The materials may be used as a unit on either nation or integrated into existing units of study. Student handouts include: (1) "What's It Like in India?"; (2) "What's It Like in China?"; (3) "India's Population Future"; (4) "China's Population Future"; (5) "Urban Life in India"; (6) "Urban Life in China"; (7) "Food Production and Agriculture in India"; (8) "Food Production and Agriculture in China"; (9) "Maintaining Forests and Biodiversity in India"; (10) "Maintaining Forests and Biodiversity in China"; (11) "India's Energy Prospects"; (12) "China's Energy Prospects"; (13) "Six Megacities"; (14) "Voices of India"; and (15) "Voices of China." Transparency masters are titled: (1) "Population, China and India, 1950-2050"; (2) "Population Density"; (3) "Per Capita Cereal Production, 1961-90"; (4) "Degree of Human Disturbance, Vegetated Land Area, 1993"; (5) "Total Energy Use, 1970-91"; and (6) "Energy Consumption Per Capita, 1991." (Contains a 36-item

ED 461 579 SO 029 607

Frese, Millie K., Ed.
Hay Days: The Horse in Iowa History.
PUB DATE- 98
NOTE- 34p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Amish; Elementary Education; Family History; *Horses; *Local History; Social History; *Social Studies; *State History
IDENTIFIERS- *Iowa

"The Goldfinch" introduces young children to various facets of Iowa history. Each issue has a specific topic, and a number of articles covering different aspects of the topic being addressed. This particular issue focuses on horses. Featured articles discuss historical uses of horses, an Iowa child who owns a quarter horse, show horses, and horses in Amish families. A variety of photographs of horses illustrate this issue. Additional activities include a crossword puzzle, a history mystery, and a story. (RH)

ED 461 580 SO 029 763

Heistad, Kari A., Ed.
Bringing the World to Our Children: A Model United Nations Security Council High School Classroom Simulation. Teacher Set
PUB DATE- 97
NOTE- 470p.; A model United Nations Security Council high school classroom simulation: complete curriculum.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; *Cultural Pluralism; Foreign Countries; *Global Education; High Schools; *Intercultural Communication; Interdisciplinary Approach; Learning Activities; Learning Strategies; Models; *Simulation; Social Studies
IDENTIFIERS- *Cultural Sensitivity; Global Awareness; Global Issues; *Model United Nations; United Nations

Designed for high school students, this curriculum program addresses the challenges of cultural and ethnic diversity that many students face, including intolerance, violence, and a lack of hope. The curriculum provides students with an understanding of the United Nations (UN) and its various organizations. The unit teaches them the valuable skills of cooperation and non-violent conflict resolution by bringing the complexities of global issues into the classroom. This program provides a strong resource for teachers to help students learn about global issues while strengthening their critical skills for daily living. The simulation brings experience into the classroom through a series of class sessions that teach negotiation, communication, and research and conflict resolution skills. The curriculum program includes a teacher's guide, a student workbook, a country information packet, and country placards. The teacher's guide includes lesson outlines, homework assignments, outlines for the simulation sessions, a glossary of terms, program evaluation, and general resource information. There are four conflict scenarios for teachers to choose from, based on classroom interest and abilities. The

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; Grade 4; Intermediate Grades; *Land Settlement; Literacy; *Physical Environment; *Physical Geography; *Social Studies; *State History; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California

Understanding the geography of the state is the key to understanding the history of California. From the beginnings of the first early settlements of indigenous peoples, the terrain and resources of California have always influenced how people arrived and where they settled in the state. Having a knowledge of the physical setting of California is a vital beginning to the fourth grade history-social science curriculum. Developing an appreciation of the varied geographic features of California helps students understand the desires of many people to settle in the area over tens of thousands of years. Students identify California's mountain ranges, major coastal bays, natural harbors, expansive river valleys, delta regions, and deserts. They investigate the advantages and disadvantages of California's physical geography in its development as a prominent and powerful state. Suggested implementation time is 10 class periods. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." The lesson assessment is integrated with the instruction and occurs throughout the lesson; the focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested. Resources for the sample topic are listed. Appended is additional information. (BT)

ED 461 602 SO 033 564

Wendling, Laura
Pre-Columbian Settlements and People. Grade 4 Model Lesson for Standard 4.2. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; American Indian Culture; *American Indians; Curriculum Based Assessment; *Geographic Distribution; Grade 4; *Indigenous Populations; Intermediate Grades; *Land Settlement; Literacy; *Physical Geography; Social Studies; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California; Pre Columbian History

In this unit, fourth graders study the indigenous people of California and the state's four geographic regions. Looking at the indigenous people of California geographically allows students to see the relationship between the environment and the American Indian culture. Historical empathy is fostered as students observe the interdependence of these pre-Columbian people in a historical and geographical setting. This unit examines the unique lifestyles that the indigenous people of California developed that were determined by their physical surroundings. Suggested time for unit implementation is 6 class periods. The lesson plan presents adaptations for the teacher's classroom; discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the determining eligibility for special education services. Furthermore, these trainings are designed to help establish the role of the school psychologists as integral members of building-based instructional support teams. This manual provides the trainer with the background material, handouts, transparency masters, and suggested activities designed to achieve the workshop goals. It is intended to be a guide for the trainer, encouraging individualized approaches based upon trainee needs. An introductory section covers the background and critical features of instructional evaluation, the Instructional Support Team (IST) Process, and use of the manual. Then, specific curriculum domains are addressed, each consisting of a case study scenario, suggested intervention, measurement options for acquisition and retention, design questions, and a descriptive narrative. Topics covered are: reading, math, instructional/test application, classroom behavior, social skills, and affective behavior. The final section presents expanded case studies in academic and coping skills, with the evaluation reports. (ND)

ED 461 623 SP 037 850

Titus, Dale
Teaching Tolerance and Appreciation for Diversity: Applying the Research on Prejudice Reduction.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (53rd, San Antonio, TX, March 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Consciousness Raising; Critical Thinking; Cultural Awareness; Democratic Values; *Diversity (Student); Elementary Secondary Education; *Multicultural Education; *Racial Attitudes; Racial Bias; Research; *Student Attitudes; Students; *Teacher Attitudes; Teacher Role; Teachers
IDENTIFIERS- Jigsaw Method; *Tolerance

Teaching tolerance and appreciation for diversity becomes more important as changing demographics require schools to prepare students for increasing diversity. Teachers can help students develop more positive racial attitudes through instructional interventions. However, it is important to implement experiences designed to influence educators' perceptions and racial feelings in order for them to successfully modify students' racial attitudes. How teachers present lessons significantly influences how students view content. Teachers must model the positive attitudes they expect in students. Those who prepare teachers have a responsibility to model exemplary practices. A strong belief in the values of the American Creed offers hope for closing the gap between expressed democratic ideals and realities of American society. Teaching democratic values can reduce student prejudice and promote positive attitudes toward tolerance, respect, and cultural appreciation. Students show less prejudice when they are able to think critically, reason at high levels, and have flexible perspectives. Participation in cooperative learning activities helps students choose friends from outside racial groups and develop more positive racial attitudes. The paper presents a cooperative learning jigsaw activity, which requires

1998-99, North Carolina had one of the largest increases in numbers of certificates awarded, from 726 to 1,139. Most SREB states encourage teachers to attain NBPTS certification by offering them salary bonuses or funding for examination fees. For 2001, legislation was introduced in Arkansas and Texas to increase the annual bonuses for those receiving national certification. A chart lists NBPTS certified teachers in the United States, all SREB states, and each SREB state individually for 2000, providing data on numbers of certificates issued in 1999-2000, total certificates issued as of December 6, 2000, and state incentives for teachers with national certification. (SM)

ED 461 643 SP 040 487

Gaines, Gale F.
Focus on Teacher Salaries: Update for 1998-99.
PUB DATE- 00
NOTE- 3p.; For related reports on teacher salaries, see SP 040 488 and 489.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; State Government; *Teacher Salaries
IDENTIFIERS- Georgia; Louisiana; North Carolina; South Carolina; *Southern Regional Education Board

For the third consecutive year, Southern Regional Education Board (SREB) states narrowed the gap between national average teacher salaries and the region's average. The regional average for 1998-99 was 88.2 percent of the national average. A year earlier, it was 87.3 percent of the national average. The average increase for SREB states was 4 percent between 1997-98 and 1998-99, compared with a national increase of 2.9 percent. Support for states' salary goals significantly influences this trend. In the mid-1990s, Georgia set the goal of raising its average teacher salary to the national average by 1998-99. Georgia's 5-year increase of 29 percent was the largest increase nationwide. North Carolina continued its efforts to raise average teacher salary to the national average by increasing the minimum salary schedule and providing funds for mentor teachers, advanced or national certified teachers, and teachers and schools meeting or exceeding student performance goals. South Carolina continued supporting its longtime goal of maintaining salaries at the southeastern average. In 1998-99, Louisiana increased its average teacher salary by 8 percent; a combination of state funds earmarked for pay raises and locally approved increases. A chart presents estimated average teacher salaries in 1998-99 and state actions for 1999-2000. (SM)

ED 461 644 SP 040 488

Gaines, Gale
Focus on Teacher Salaries: What Teacher Salary Averages Don't Show.
PUB DATE- 00
NOTE- 5p.; For related reports on teacher salary, see SP 040 487 and 489.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Educational Quality; Elementary

that allow teachers to develop effective explanatory skills, offering a mixture of activities, discussion points, and classroom-based findings that have been proven successful. Section 1, "What is Explaining?," introduces what an explanation is and what is it used for. Section 2, "Strategies of Explanation," investigates various strategies employed by people when explaining the use of questions, the type of structure to be found in explanations, and the use of ancillary aids. Section 3, "Analyzing Explanations," explores levels of explanation, analysis of explaining using observation schedules and other approaches, and the need to match explanations to individuals and groups. Section 4, "Knowing the Subject Matter," discusses actual content of the explanation, subject matter covered, and coping strategies for handling students' spontaneous questions. Section 5, "Effective Explaining," describes such issues as use of an appropriate language register, the place of analogies, and the qualities of clarity and fluency. Section 6, "Feedback," concentrates on evaluation of explanations, the type of feedback available, assessment of learning, and ways to improve teaching. (Contains 20 references.) (SM)

ED 461 664   SP 040 529

Wragg, E. C.; Brown, G.
Questioning in the Primary School. Successful Teaching Series.
PUB DATE- 01
NOTE- 70p.; First published as "Questioning" in 1993 by Routledge. New revised edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Questioning Techniques; Teaching Methods
IDENTIFIERS- Questions

This book examines everyday use of questions in elementary classrooms, exploring the range of questions teachers can ask, strategies teachers can use in questioning, and ways that teachers can evaluate the effectiveness of their questions. Section 1, "Why Do We Ask Questions?" introduces the issue. Section 2, "What Kinds of Questions Do We Ask?" examines how to classify questions asked in the classroom. Section 3, "What are the Tactics of Effective Questioning?" explores such tactics as sequencing of questions. Section 4, "What Kinds of Lessons Do You Teach?" shows how different questions may be needed for different types of activities. Section 5, "How Do Your Pupils Learn?" suggests ways to explore how students learn and ways they might become involved in thinking about their own questions. Section 6, "Are You Prepared to Ask Questions?" provides a framework for exploring approaches to preparing key questions to include in lessons. The book contains practical, written, and oral activities for individual and group use. Many of the issues covered are generic and apply to both elementary and secondary level teaching. The book may be used alone or in conjunction with other books in the "Successful Teaching Series." (Contains 27 references.) (SM)

ED 461 665   TM 021 159

Marzano, Robert J.; Pickering, Debra; McTighe, Jay
Assessing Student Outcomes: Performance Assessment Using the

students, and the provision of housing, shelters, and a detox center in the city of Prince George to meet the needs of local youth. (SLD)

ED 461 684 UD 032 184

Allen, MaryLee; Ebb, Nancy; Johnson, Olati; Liu, Joe; Mihaly, Lisa; Wolfe, Phyllis
Bright Futures or Broken Dreams: The Status of the Children of the District of Columbia and an Investment Agenda for the 1990s.
SPONS. AGENCY- Eugene and Agnes E. Meyer Foundation, Washington, DC.; Public Welfare Foundation, Washington, DC.; Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 91
NOTE- 199p.; Support also provided by the Glen Eagles Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; *Children; Elementary Secondary Education; *Government Role; Homeless People; *Low Income Groups; Needs Assessment; Private Sector; Social Services; *Status; *Urban Youth; Volunteers
IDENTIFIERS- *District of Columbia

Multiple sources were used to study the status of children in the District of Columbia, and recommendations for the improvement of their living conditions and opportunities are made based on these findings. The health and well-being of children in the U.S. capital lag behind the rest of the nation. One in 3 children in the District of Columbia lives in poverty, a rate 40% higher than the national average. The mortality rate for black infants places the District last among states and last among the nation's largest cities with measurable black infant death rates. More than 25 children a day are reported abused or neglected, and more than 5,000 juveniles were arrested in 1990. Every night, 1,300 children sleep in shelters across the city. Conditions have been worsening, and District officials have failed to use all available federal assistance to meet the needs of children and families. Recommendations for improvement of children's status are made in the areas of: (1) maternal and child health; (2) housing and homelessness; (3) the child welfare, mental health, and juvenile justice systems that can help vulnerable children; (4) family income; and (5) city management and budget practices. Suggestions are made for community action to help children, including the establishment of tutoring and mentoring programs. Civic and social, religious, and business organizations can all help, and all citizens must feel an obligation to place children higher on the political agenda. Appendices present information about District officials, volunteer opportunities, organizations that can help the District's children, and a list of 15 selected resources. (SLD)

ED 461 685 UD 032 298

Allred, Carol Gerber
The Positive Action R Model for Comprehensive School Reform: An Agent for Whole-School Change and Parent & Community Involvement.
PUB DATE- 98
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

IDENTIFIERS- Canada; Public Awareness; Risk Reduction; Victimization

This document presents a policy framework for improving the personal security of women and girls. The document includes: (1) "Introduction"; (2) "Policy Background" (the concept of personal security, the societal context of women's personal security, consequences of violence for women and girls, long-term policy concern, and building an integrated policy response); (3) "The Role of the National Strategy on Community Safety and Crime Prevention in Addressing the Personal Security Issues of Women and Girls"; (4) "Key Policy Concerns" (the current situation and personal security for girls and women); (5) "Proposed Guiding Principles" (e.g., integrate a gender perspective into all aspects of the strategy, involve women and girls in the process, and strengthen collaboration across disciplines and sectors); (6) "Goals and Objectives" (e.g., identify and reduce the range of conditions undermining the personal security of women and girls); (7) "Components" (public awareness and education, prevention/intervention project demonstration and evaluations, model development, research and knowledge development, tools and resource development, and the role of the business community); and (8) "Funding Overview." Two appendices present information on risk factors and consequences and funding priorities. (SM)

ED 461 703 UD 034 719

Policy Framework for Addressing Crime Prevention and Children Ages 0 to 12. National Strategy on Community Safety and Crime Prevention.
PUB DATE- 00
NOTE- 35p.; For the report on children ages 12 to 18, see UD 034 720.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Child Safety; Children; *Community Involvement; *Crime Prevention; Foreign Countries; Health Promotion; Public Policy; School Safety; Violence
IDENTIFIERS- Canada; Public Awareness; Risk Reduction; Victimization

This document presents a policy framework designed to foster action to prevent child victimization and the likelihood that children living in high risk situations will engage in adolescent and/or later life criminal behavior. It applies to children ages 0 to 12 years. Eight sections include: (1) "Introduction"; (2) "Policy Background" (a focus on early intervention and models of prevention: transforming knowledge into action); (3) "The Role of the National Strategy on Community Safety and Crime Prevention"; (4) "Key Policy Concerns" (key challenges and optimal points of intervention); (5) "Guiding Principles" (e.g., focus on children and families living in conditions of multiple risk and engage children and families in the process); (6) "Goals and Objectives" (foster community action and promote conditions that will prevent childhood victimization and early onset of criminal behavior); (7) "Components" (public awareness and education, comprehensive strategies and models, tools and resource development, and research and knowledge development); and (8) "Funding Overview." Two appendixes present data on crime prevention and childhood experiences, situations, and potential adverse consequences, and factors that contribute to positive outcomes for children and youth. (SM)

Brent, Rebecca
SUCCEED Faculty Survey of Teaching Practices and Perceptions of Institutional Attitudes toward Teaching, 1999-2000.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Quality; *Educational Strategies; Engineering Education; Excellence in Education; Higher Education; *Teaching Methods

SUCCEED (Southeastern University and College Coalition for Engineering Education)is an 8-campus coalition of engineering schools formed in 1992 under the sponsorship of the National Science Foundation. In 1997, members of SUCCEED's faculty development and program assessment teams designed a faculty survey of instructional practices and attitudes regarding the climate for teaching on the Coalition campuses. The respondents were asked about the frequency with which they used various teaching techniques (including active learning, team homework, and technology-assisted instruction), their involvement in faculty development programs, and the effects of those programs on their teaching. They were also asked to rate the importance of teaching quality to themselves, their colleagues, and their department, college, and university administrators and in the faculty reward system in their campus. The survey was first administered late in 1997 and a modified version was administered late in 1997. (A third administration will take place in the spring of 2002.) The 1999 survey was sent by e-mail to 1621 faculty e-mail addresses, and a follow-up survey was sent a month later to non-respondents. After blank surveys and duplicates were eliminated from the returns, 586 valid and usable surveys remained, a return rate of 36%. Of those, 75 were excluded from most analyses (except for demographic summaries) because the respondent had not taught undergraduates in the prior 3 years. The demographic profile of the respondents closely matched that of the full faculty with respect to sex, rank, position, engineering discipline, and participation in SUCCEED-sponsored activities. This report summarizes results from the 1999 administration of the survey and itemizes significant differences among groups (sex, rank, position, years of service, SUCCEED involvement, prior attendance at teaching seminars, and Carnegie classification). When possible, the data are compared with the data from the 1997 survey administration to examine changes in faculty teaching practices and attitudes in the intervening 2 years. Survey instrument and survey summary by institution are appended. (Contains 73 tables and 12 figures.) (Author/MM)

ED 461 511 SE 065 552

Year of the Ocean, 1998. Marine Education, U.S.A.: An Overview.
PUB DATE- 98
NOTE- 13p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Ethnicity; Higher Education; *Informal Education; *Marine Education; Science Education History; Textbooks

Education; International Education; Islamic Culture; *Middle Eastern Studies; Social Science Research
IDENTIFIERS- Brunei; Canada; Kenya; Uganda

Commonwealth Ministries of Education were asked to report on how they are undertaking the improvement of the quality of basic education in their respective countries. The papers in this volume focus on: (1) Brunei Darussalam; (2) Canada; (3) Kenya; and (4) Uganda. Charts and statistical data support each country's report. (EH)

ED 461 534 SO 027 541

Improving the Quality of Basic Education, Volume 6. Country Papers: Antigua, Bermuda, India, St. Kitts, Nevis, Turks & Caicos Islands. Conference of Commonwealth Education Ministers (11th, Barbados, October 29-November 2, 1990).
PUB DATE- 90
NOTE- 170p.; For related volumes, see SO 027 540-543. Some text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Comparative Education; Cross Cultural Studies; Culture; Foreign Countries; Functional Literacy; Higher Education; *Indians; International Education; Social Science Research
IDENTIFIERS- Antigua and Barbuda; Bermuda; British West Indies; India; *Latin American Studies; Saint Kitts and Nevis

Commonwealth Ministries of Education were asked to report on how they are undertaking the improvement of the quality of basic education in their respective countries. The papers in this volume focus on: (1) Antigua; (2) Bermuda; (3) India; (4) St. Kitts and Nevis; and (5) Turks and Caicos Islands. Charts and statistical data support each country's report. (EH)

ED 461 535 SO 027 542

Improving the Quality of Basic Education, Volume 7. Country Papers: Botswana, Namibia, Pakistan. Conference of Commonwealth Education Ministers (11th, Barbados, October 29-November 2, 1990).
PUB DATE- 90
NOTE- 158p.; For related volumes, see SO 027 540-543. Some text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Studies; Basic Skills; *Comparative Education; *Cross Cultural Studies; Culture; Foreign Countries; Foreign Culture; Functional Literacy; Higher Education; International Education
IDENTIFIERS- Botswana; Namibia; Pakistan

Commonwealth Ministries of Education were asked to report on how they are undertaking the improvement of the quality of basic education in their respective countries. The papers in this volume focus on: (1) Botswana; (2) Namibia; and (3) Pakistan. Charts and statistical data support each country's report. (EH)

ED 461 536 SO 027 543

bibliography.) (EH)

ED 461 557 SO 028 463

Snyder, Sarah A.
Population, Poverty, and Land Degradation. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 35p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Developing Nations; Development; Energy; Foreign Countries; *Futures (Of Society); *Global Education; Interdisciplinary Approach; *Population Education; Population Trends; *Poverty; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides
IDENTIFIERS- Africa; Asia; Europe; South America

This teacher's guide presents teaching suggestions and presentation materials about the complex connections among population growth, economic activity, and changes in the environment. The lesson is divided into five parts and may be completed in one or more class periods. Student handouts include: (1) "Facts about Population, Poverty, and Land Degradation"; and (2) "Causes of Soil Degradation." Transparency masters are titled: (1) "Trends and Projections in World Population Growth, 1750-2050"; (2) "Soil Degradation as a Percent of Vegetated Land, 1945-90"; (3) "Projected Population of the World , 1990-2150"; and (4) "Energy Consumption Per Capita in Six Countries, 1991." (EH)

ED 461 558 SO 028 464

Snyder, Sarah A.
Watershed Pollution. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 35p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Developing Nations; Development; Foreign Countries; *Futures (Of Society); *Global Education; Interdisciplinary Approach; Science and Society; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides; *Water Pollution
IDENTIFIERS- Africa; Asia; Europe; South America

This teacher's guide presents teaching suggestions and presentation materials on the serious and growing problem of watershed (river basin) pollution, what it is, and what actions citizens can take to reduce it. The lesson is divided into student workbook includes class session summaries and homework assignments. The curriculum has 10 (50-minute) sections as preparation for two 2-hour simulation sessions. The country information packet offers background information and maps of the countries the students represent in the simulations and includes geographical facts, political and economic backgrounds, and membership in strategic organizations. The curriculum is interdisciplinary and provides invaluable experience in public speaking, debating, speech writing, role playing, conflict resolution, and the ability to assess situations quickly and respond appropriately. (BT)

ED 461 581   SO 029 832

Perkins, David N.
Knowledge as Design: A Handbook for Critical and Creative Discussion across the Curriculum.
PUB DATE- 94
NOTE- 45p.; Companion videotape is not available from ERIC. Published by Critical Thinking Press and Software (formerly Midwest Publications).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Communication; *Classroom Techniques; *Critical Thinking; Elementary Secondary Education; Higher Education; Learning Strategies; Skill Development
IDENTIFIERS- Conversation; *Discussion Across the Curriculum

This handbook introduces teachers and students to the "design conversation," a classroom discussion technique with some variations that involve writing or group work. The design conversation helps students understand topics in the subject matters more deeply and explore them analytically and imaginatively. It is a critical and creative thinking skill for in-depth understanding that can be applied across the curriculum and with students of any age, from kindergarten through college. The handbook outlines the general idea of knowledge as design, the overall classroom approach, and the design conversation. Details follow about how to put knowledge as design to work, "tricks of the trade" about selecting good topics for design conversations, drawing answers from students, keeping activities from running too long, and related matters. The handbook also offers variations on the basic design conversation. The variations keep discussions lively and make knowledge as design more flexible. Concrete resources to support teaching include lesson plans and worksheets to photocopy, topic lists by subject matter, and a reading resource list. (BT)

ED 461 582   SO 029 939

Williams, James L.
Literature-Enhanced Social Studies: Impact on Mastery of Grade Level Competencies in the Santee School District.
PUB DATE- 98
NOTE- 82p.; Master of Arts in Education Study, San Diego State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classroom Research;

Topic," "Developing the Topic," and "Culminating the Topic." The lesson assessment is integrated with the instruction and occurs throughout the lessons; the focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested. Resources are listed for the sample topic and for other topics. Appended are sample worksheets and guidelines for teaching about American Indians. (BT)

ED 461 603   SO 033 565

Wendling, Laura
Exploration and Colonial History. Grade 4 Model Lesson for Unit 3, Standard 4.3. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Colonial History (United States); Curriculum Based Assessment; Grade 4; Intermediate Grades; Literacy; *Social Studies; *State History; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California; Colonial History (Mexico); *Exploration; Westward Movement (United States)

California was considered a special prize by the United States years before its acquisition. Its harbors opened to East Asian trade, and its fertile valleys beckoned settlers to make the great trek west. In 1845, Captain John C. Fremont took a surveying party into Mexican-held California. Following a war of skirmishes and battles with Mexico, the Treaty of Guadalupe Hidalgo ended the war in 1848, with Mexico turning over California and New Mexico to the United States and accepting the Rio Grande as the western boundary of the state of Texas. The war's end brought settlers west, and the discovery of gold, which set off the California Gold Rush, enticed thousands of people to move to California. Students learn about the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood. Suggested implementation for the lesson is 7 class periods. The lesson plan presents teachers with adaptations for their classrooms; discusses the significance of the topic; lists focus questions; features literacy links; covers suggested materials for the lesson; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic. The lesson assessment is integrated with the instruction and occurs throughout the lesson. The focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested. Resources are listed for the sample topic and for other topics. Additional information is appended. (BT)

ED 461 604   SO 033 572

Traill, David
Images of the American Revolution. The Constitution Community: Revolution and the New Nation (1754-1820s).
PUB DATE- 01
NOTE- 24p.; For related lesson plans, see SO 033 573-575 and SO 033 581-582. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

active participation by five group members, to familiarize educators with research findings on prejudice reduction. Each member receives a different clue sheet, and clues from the five sheets are shared among group members in order to identify 14 research-based strategies for prejudice reduction in the classroom. (Contains 21 references.) (SM)

ED 461 624 SP 037 902

Stapleman, Jan, Ed.
Exploring Beliefs & Research To Promote Thoughtful Practice. A NOTEWORTHY Account of the Fall 1997 McREL Conference (Breckenridge, Colorado, October 26-30, 1997).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 67p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Standards; *Computer Uses in Education; Democracy; *Educational Change; Educational Research; Elementary Secondary Education; Internet; Learner Controlled Instruction; Reading Instruction; Systems Approach; Teacher Attitudes
IDENTIFIERS- Learner Centered Instruction; Mid Continent Regional Educational Laboratory CO

This publication reports on the fall 1997 conference of the Mid-Continent Regional Educational Laboratory (McREL). It provides an account of the keynote sessions and concurrent sessions, a bibliography of published works related to each session, and summaries of other portions of the conference. The keynote sessions included: (1) "Understanding the Complexities of Standards-Based Reform" (presented by Elliot Eisner & Bob Marzano; summarized by Jan Stapleman); (2) "Belief and Research: Culture, Context, and Dysfunctional Paradigms" (presented by Asa G. Hilliard III; summarized by Mary Lee Barton); (3) "Learning for Understanding in Individuals and Organizations" (presented by David Perkins; summarized by Diane McIntyre Wilber); (4) "Revolutionizing America's Schools: Democracy, Powerful Learning, and the Professional Imperative" (presented by Carl Glickman; summarized by Diane McIntyre Wilber); and (5) "Connecting the Information Classroom with the Digital Tool Set" (presented by John Kuglin; summarized by Diane McIntyre Wilber). The concurrent sessions included: (1) "What Are the Basics of Instruction?" (presented by Bob Marzano; summarized by Jana Caldwell); (2) "Standards Work at McREL" (presented by John Kendall; summarized by Lyn Chambers); (3) "Performance Activities" (presented by Hillary Michaels and Ceri Dean; summarized by Jan Stapleman); (4) "The Personal Domain: What Are the Applied Research and Development Issues?" (presented by Barbara McCombs, Patricia Lauer, and Audrey Peralez; summarized by Lyn Chambers); (5) "The School and Organizational Learning" (presented by Susan Toft Everson, Don Burger, and Dan Jesse; summarized by Susan Toft Everson with Jan Stapleman); (6) "Systemic Integration and Systemic Change" (presented by Louis Cicchinelli; summarized by Mary Lee Barton); (7) "Technology Lab" (presented by John Kuglin and Chris Rapp; summarized by Jana Caldwell); and (8) "Paul M. Nachtigal: 1997 McREL Award of Excellence" (Diane McIntyre Wilber). (SM)

ED 461 625 SP 037 939

Secondary Education; State Government; Teacher Competencies; *Teacher Salaries
IDENTIFIERS- Southern Regional Education Board

Traditional comparisons of teacher salary averages fail to consider factors beyond pay raises that affect those averages. Salary averages do not show: regional and national variations among states' average salaries; the variation of salaries within an individual state; variations in the cost of living; the highest degree earned by teachers and the proportions of different degrees; teachers' years of experience; the effects of retirement patterns; the expanding numbers of teachers; the length of teachers' contracts; the cost of employee benefits; and priorities for quality. This paper recommends that states use other measures besides salary averages to determine whether teacher salaries are competitive and are meeting goals. If the goal is to ensure a quality teacher in every classroom, state leaders must look beyond the statewide average salary to find the roadblocks to achieving that goal. They must consider the many factors affecting salary averages and examine how salary decisions can support state priorities for quality. (SM)

ED 461 645 SP 040 489

Gaines, Gale F.
Focus on Teacher Salaries: An Update on Average Salaries and Recent Legislative Actions in the SREB States.
PUB DATE- 01
NOTE- 6p.; For related reports on teacher salaries, see SP 040 487 and 488.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Teacher Salaries
IDENTIFIERS- Cost of Living Adjustment; Southern Regional Education Board

Focused state efforts have helped teacher salaries in Southern Regional Education Board (SREB) states move toward the national average. Preliminary 2000-01 estimates put SREB's average teacher salary at its highest point in 22 years compared to the national average. The SREB average teacher salary is approximately 90 percent of the national average. Delaware and Maryland have average teacher salaries above the national average. Many SREB states have adopted goals to raise teacher pay over several years. Average salaries in Georgia and North Carolina increased steadily because of multi-year commitments. South Carolina continued its long-term commitment to maintain its salary average at or above the southeastern average. Mississippi passed legislation to increase average teacher salaries 29 percent by year 2005-06. Delaware passed an educator accountability plan in 2000 which included a new, increased salary schedule. Arkansas adopted a 2-year plan to raise teacher pay by $3,000. In Maryland, salary increases are determined through collective bargaining. Nearly all SREB states provide bonuses to teachers who earn national certification. Louisiana's legislature planned to give teachers a $2,000 raise in 2001-02. The Oklahoma legislature approved a $3,000 pay raise for 2000-01. In most SREB states, average salaries improve when cost of living is considered. (SM)

ED 461 646 SP 040 491

Cooney, Sondra
A Middle Grades Message: A Well-Qualified Teacher in Every

Dimensions of Learning Model.
PUB DATE- 93
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary School Students; Elementary Secondary Education; Knowledge Level; *Learning Processes; Measurement Techniques; Models; Resource Materials; Scoring; Secondary School Students; *Standards; Teaching Methods; *Test Construction; Test Content; Test Reliability; *Thinking Skills

Dimensions of Learning is an instructional model that is based on the premise that five types of thinking are essential to the learning process: (1) positive attitudes and perceptions about learning; (2) thinking involved in acquiring and integrating new learning; (3) thinking in extending and refining knowledge; (4) thinking in using knowledge meaningfully; and (5) productive habits of mind. The framework's strong grounding in research and theory makes it a natural partner for performance assessment. Assessment is seen as closely linked to teaching and learning, and it should therefore be conducted in a way that provides useful feedback to teachers, students, and parents. The second part of this book provides tools for performance assessment based on the Dimensions of Learning model. Examples of performance tasks are given, and rubrics are provided for specific tasks and situations. As defined for this work, rubrics consist of descriptions of four levels of performance for a given standard. Summary rubrics and rubrics for students to apply to tasks are also included. (SLD)

ED 461 666 TM 033 456

Maryland School Performance Assessment Program (MSPAP), 1997. Technical Report.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Program Implementation; Reliability; Scoring; *State Programs; Tables (Data); *Test Construction; Test Content; *Testing Programs; Validity
IDENTIFIERS- *Maryland School Performance Assessment Program

Maryland School Performance Assessment Program (MSPAP) assessments are criterion-referenced performance tests designed, developed, and implemented by the Maryland State Department of Education in collaboration with classroom teachers and other Maryland educators. MSPAP is the major strategy for implementing Maryland's educational reform initiative. It provides information relevant to assessing school performance and guiding school improvement plans and activities. The primary focus of the information from the MSPAP is schools, although information about individual students is available. In June and July 1997, approximately 170,000 student answer books were scored. This technical report contains information about: (1) MSPAP test forms (clusters) and test groups; (2) test development; (3) scoring; (4) special issues related to mathematics, algorithmic scoring, and student

DESCRIPTORS- Behavior Patterns; Curriculum; *Educational Change; Educational Philosophy; Elementary School Students; Elementary Secondary Education; *Parent Participation; Program Implementation; *School Restructuring; Secondary School Students; *Self Concept

The "Positive Action" model is a time-tested tool for achieving far-reaching school reform. The program's designed to reform and revitalize schools so that the needs of children are met. The Positive Action Program was developed for elementary schools and has been expanded for middle schools and high schools. The Positive Action Program is based on a philosophy and set of unit concepts or guiding principles, a curriculum and a school climate program, and a parent and community program. The guiding principles are presented in the following unit concepts: (1) "Self-Concept: What It Is, How It's Formed, and Why It's Important"; (2) "Positive Actions for Your Body and Mind"; (3) "Managing Yourself Responsibly"; (4) "Treating Others the Way You Like To Be Treated"; (5) "Telling Yourself the Truth"; and (6) "Improving Yourself Continually." The Positive Action Program reforms schools because everyone in the school sees the benefit of doing positive actions when academic achievement increases, good character becomes the norm, and the school environment becomes a safe place for learning. Some examples of schools where Positive Action has contributed to school reform are presented. The report discusses the program model and its research and evaluation base, organization and administration, implementation, and multipurpose applications. Program materials, funding sources, and costs are also discussed. One appendix presents the measurement instruments used in evaluating Positive Action, and the other contains some excerpts from the new media about the program. (SLD)

ED 461 686 UD 032 305

Casey, Judi C.; Burch, Patricia Ellen
A Catalyst for Educational Change: Promoting the Involvement of Working Parents in Their Children's Education. Work-Family Policy Paper Series.
SPONS. AGENCY- Lilly (Eli) and Co., Indianapolis, IN.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Policy; Elementary Secondary Education; *Employed Parents; Parent Attitudes; *Parent Participation; Parent School Relationship; Partnerships in Education; Public Schools; *School Business Relationship; Urban Schools
IDENTIFIERS- *Stakeholders

Corporations have long expressed concern about the inadequate skills possessed by workforce entrants, and communities across the country have discovered that parent involvement is a key ingredient for the academic achievement of individual children and the overall quality of educational systems. However, many working people have not benefited from efforts to increase parent involvement. Increasing the involvement of working parents has the potential to make a huge impact on schools, businesses, and families. Parent involvement may be the catalyst for getting schools, businesses, and families to work together for educational improvement. Chapter I of this policy

ED 461 704 UD 034 720

Policy Framework for Addressing Crime Prevention and Youth Ages 12 to 18. National Strategy on Community Safety and Crime Prevention.
PUB DATE- 00
NOTE- 36p.; For the report on children ages 0 to 12, see UD 034 719.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Development; Adolescents; *Child Safety; *Community Involvement; *Crime Prevention; Foreign Countries; Health Promotion; Public Policy; School Safety; Violence
IDENTIFIERS- Canada; Risk Reduction; Victimization

This document presents a policy framework designed to foster action to prevent youth victimization and the likelihood that youth living in high risk situations will engage in adolescent and/or later life criminal behavior. It applies to youth ages 12 to 18 years. Eight sections include: (1) "Introduction"; (2) "Policy Background" (a focus on early intervention and models of prevention: transforming knowledge into action); (3) "The Role of the National Strategy on Community Safety and Crime Prevention"; (4) "Key Policy Concerns" (interplay among risk factors at individual, family, and community levels; key challenges; and optimal points of intervention); (5) "Guiding Principles" (e.g., focus on youth and families living in conditions of multiple risk and engage youth and their support systems in the process); (6) "Goals and Objectives" (foster community action, promote conditions that will prevent youth victimization, and the probability of current or later life criminal behavior); (7) "Components" (public awareness and education, comprehensive strategies and models, tools and resource development, and research and knowledge development); and (8) "Funding Overview." Two appendixes present data on crime prevention and childhood experiences, situations, and potential adverse consequences; factors that contribute to positive outcomes for children and youth; and the funding focus. (SM)

ED 461 705 UD 034 721

McCombs, Barbara L.
Preparing Teachers To Meet the Needs of Diverse Learners in Urban Schools: The Learner-Centered Framework.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Figure is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Educational Policy; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Student Empowerment; Student Participation; *Urban Schools
IDENTIFIERS- *Learner Centered Instruction; *Learner Centered Psychological Principles; Reform Efforts

This paper suggests the need for a research-validated framework to help preservice and inservice teachers and higher education faculty understand fundamental learner needs that must be met in any setting and any reform effort. It describes a learner-centered framework based on the research-validated "Learner-

This document presents an overview of marine education in the United States for 1997. Marine education is defined as education regarding the ocean, coastal waters, and Great Lakes. This report describes the history of marine education, informal education, and discusses its place in elementary, secondary, and higher education. (Contains 16 references.) (YDS)

ED 461 512 SE 065 553

Mind over Matter. Teacher's Guide.
PUB DATE- 98
NOTE- 55p.; Produced for the Office of Science Policy and Communications, National Institutes of Health.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Drug Abuse; Health Education; Intermediate Grades; *Science Activities; Science Instruction; Secondary Education; Teaching Guides
IDENTIFIERS- *Neurosciences

This teacher's guide aims to develop an understanding among students in grades 5-9 about the biological effects of drug use. The guide provides background information on the anatomy of the brain, nerve cells and neurotransmission, and the effects of drugs on the brain. Drugs described in this guide include marijuana, opiates, inhalants, hallucinogens, steroids, stimulants, and nicotine. Appended are a list of resources, a reading list, and seven reproducible figures. (YDS)

ED 461 513 SE 065 592

Cartier, Jennifer; Rudolph, John; Stewart, Jim
The Nature and Structure of Scientific Models. Working Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Epistemology; Higher Education; Knowledge Representation; *Models; Science and Society; Scientific Literacy; Scientific Methodology; *Scientific Principles

This paper explores the nature and structure of scientific models by taking the position that representations are not models themselves. Representations of models are essential tools for communicating and conversing about the scientific models underlying them. A scientific model is considered to be a set of ideas that describe a natural process. A scientific model conceived in this way can be mentally run, given certain constraints, to explain or predict natural phenomena. It is in this way that scientific models are both desirable products of scientific research and useful as guides to future research. A discussion of some examples of scientific models and how they are used in scientific inquiry and instruction is provided. (DDR)

ED 461 514 SE 065 638

Hocking, Colin; Barber, Jacqueline; Coonrod, Jan
Acid Rain. Teacher's Guide. LHS GEMS.

Improving the Quality of Basic Education, Volume 8. Country Papers: Nigeria, St. Lucia, Tanzania, Zimbabwe. Conference of Commonwealth Education Ministers (11th, Barbados, October 29-November 2, 1990).
PUB DATE- 90
NOTE- 151p.; For related volumes, see SO 027 540-542. Some text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Studies; Basic Skills; *Comparative Education; *Cross Cultural Studies; Culture; Foreign Countries; Foreign Culture; Functional Literacy; Higher Education; International Education; Social Science Research
IDENTIFIERS- Nigeria; Saint Lucia; Tanzania; Zimbabwe

Commonwealth Ministries of Education were asked to report on how they are undertaking the improvement of the quality of basic education in their respective countries. The papers in this volume focus on: (1) Nigeria; (2) St. Lucia; (3) Tanzania; and (4) Zimbabwe. Charts and statistical data support each country's report. (EH)

ED 461 537 SO 027 620

Indiana Kids' Election. Resource Guide .
PUB DATE- 96
NOTE- 106p.; Other sponsors were The Indianapolis Star and the Indianapolis News who contributed a section of the Elect To Connect 1996 guide (produced by the PAFET Newspapers in Education Committee). Contributing sponsors were Ameritech, Evansville Courier Company, and Indiana Bar Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Civics; *Elections; Elementary Secondary Education; Political Campaigns; Political Candidates; Political Issues; *Politics; Social Studies; Teaching Guides; Voter Registration; *Voting; Voting Rights
IDENTIFIERS- *Indiana

This manual guides K-12 teachers through a two-week study of the election process in Indiana culminating in a school-based election. Election procedure is followed from voter registration through election returns. Indiana law mandates the study of elections during election years; this manual was created to facilitate the process. Grade levels and themes include: (1) "Grades K-1: I Scream - You Scream - We All Scream for...!"; (2) "Grades 2-3: It's a Right! Right?"; (3) "Grades 4-5: No Joke You Can Vote!"; (4) "Grades 6-7: Where In The World Is Your Candidate?"; (5) "Grades 8-9: It's Party Time!"; (6) "Grades 10-11: Voting, It's Not A Spectator Sport!"; and (7) "Grade 12: You Can Make A Difference. It's Time to Vote!" Lessons and teaching suggestions accompany each theme, appropriate to each grade level. A 49-item bibliography and a reference list conclude the unit. (EH)

ED 461 538 SO 027 667

Toole, Pamela, Ed.; Gorak, Kathleen, Ed.; Warnes, Rebecca, Ed.
Peer Consultant Initiative Handbook. 1st Edition.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

seven parts and may be completed in two or more class periods. Student handouts include: (1) "Watershed Map and Questions"; (2) "Events in the Watershed"; (3) "Facts about Watershed Pollution"; and (4) "Comparing Water Use and Pollution in Industrialized and Developing Countries." Transparency masters are titled: (1) "Major River Basins of the World"; (2) "How Water Becomes Polluted"; and (3) "Watershed of the Chesapeake Bay." (EH)

ED 461 559 SO 028 465

Snyder, Sarah A.
Sustainable Development. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 58p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Developing Nations; Development; Foreign Countries; *Futures (Of Society); *Global Education; Interdisciplinary Approach; Science and Society; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides
IDENTIFIERS- Canada; New Zealand; Tanzania; Thailand

This teacher's guide presents teaching suggestions and presentation materials about sustainable development, important trends that could lead to human and environmental disasters in the future if they continue unchecked, and how each country has a different path to sustainable development. The lesson is divided into six parts and may be completed in two or more class periods as desired. Student handouts include: (1) "Facts about Global Warming and Ozone Depletion"; (2) "National and International Efforts toward Sustainable Development"; (3) "Defining Sustainable Development"; (4) "Indicators of Sustainable Development"; (5) "Case Study: United States"; (6) "Case Study: Thailand"; (7) "Case Study: Tanzania"; and (8) "Planning for Sustainable Development." Transparency masters are titled: (1) "Trends and Projections in World Population Growth, 1750-2050"; (2) "Projected Population of the World, 1990-2150"; (3) "Trends in Deforestation and Population Growth, 1850-1980"; (4) "Soil Degradation as a Percent of Vegetated Land, 1945-90"; (5) "Global Fossil Fuel Consumption, 1950-90"; (6) "How the Greenhouse Effect Works"; (7) "Atmospheric CO2 Concentrations, 1860-1990"; (8) "Stratospheric Ozone Depletion, 1979-91"; (9) "The Road to Sustainable Development"; (10) "U.S. Motor Vehicle Trips by Purpose and Length, 1983-84"; and (11) "Comparison of Gasoline Prices and Motor Vehicle Use." (EH)

ED 461 560 SO 028 466

Snyder, Sarah A.
Car Trouble. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 51p.; For related "Teacher's Guide to World Resources"

Comparative Analysis; *Content Area Reading; *Conventional Instruction; Curriculum Enrichment; Grade 5; Intermediate Grades; *Social Studies; *Student Attitudes; Student Journals; Student Surveys
IDENTIFIERS- T Test

A study examined whether a literature-enhanced social studies program improves mastery of grade level expectancies as evidenced by test scores. Thirty fifth-grade students from an elementary school in Santee, California were instructed in four 3-week blocks alternating a traditional instructional method with a literature-enhanced method. The chapter test was given at the end of each time block. Test scores were compared using t-tests. The observed t-value was 8 and the level of significance p .01; therefore, the means were found to be significantly different and the null hypothesis was rejected. Analysis of student surveys and journal entries revealed slight improvement in attitude towards social studies. Approximately half the students felt that studying social studies and reading books on the subject was "too much social studies." (Contains 7 tables of data and 36 references. Sample chapter tests are appended, along with test score data.) (Author/BT)

ED 461 583 SO 029 985

Osinsky, Marcie
Tales To Tell: A Storytelling Curriculum. Primary Source Curriculum Series.
PUB DATE- 96
NOTE- 100p.; Sponsored by the Frances R. Dewing Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Creative Expression; Integrated Activities; Multicultural Education; Oral Tradition; Primary Education; Social Studies; *Story Telling; *Student Participation
IDENTIFIERS- Oral Communication Across the Curriculum; *Oral Learning; *Story Telling by Children

Students are challenged to explore stories told through pictures, objects, and music throughout the units included in this guide. Students learn to identify and analyze a variety of recurring narratives, and in describing their own experiences, create their own stories and find meaning within these stories. Storytelling develops speaking and listening skills, critical thinking skills, and creative expression. It is easily integrated with other subjects and offers various cultural perspectives. The goals of the curriculum guide are to integrate the curriculum, create a classroom community, understand diversity, and using learning tools for action. The four units in the guide are: (1) "Storytelling"; (2) "Creation Stories"; (3) "Stories of Heroic People"; and (4) "Trickster Tales." A 14-item general bibliography and lists of stories used in each unit conclude the guide. (BT)

ED 461 584 SO 030 546

Sewall, Gilbert T.
Learning about Religion, Learning from Religion: A Guide to Religion in the Curriculum and Moral Life of Public Schools with Recommendations for Textbook Publishers, School Boards and Educators.
SPONS. AGENCY- John Templeton Foundation, Radnor, PA.
PUB DATE- 98

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Colonial History (United States); National Standards; Primary Sources; *Revolutionary War (United States); Secondary Education; Social Studies
IDENTIFIERS- National Civics and Government Standards; National History Standards; *National Identity

This lesson focuses on the American Revolution, which encouraged the founding fathers' desire to create a government that would, as stated in the Preamble to the Constitution, issue domestic tranquility and provide for the common defense. The lesson correlates to the National History Standards and the National Standards for Civics and Government and contains eight primary source documents and paintings. It presents historical background in an overview of the factors which contributed to the American Revolution and the progression of the war until its end with the Treaty of Paris in 1783. The lesson provides seven detailed teaching activities for the teacher to implement in the classroom. Attached are a sample written document analysis worksheet and a sample photograph analysis worksheet. (BT)

ED 461 605 SO 033 573

Schur, Joan Brodsky
Eli Whitney's Patent for the Cotton Gin. The Constitution Community: Revolution and the New Nation (1754-1820s).
PUB DATE- 01
NOTE- 20p.; For related lesson plans, see SO 033 572-575 and SO 033 581-582.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Agricultural Machinery; *Government Role; *Inventions; Learning Activities; *Patents; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Congress; *Cotton Gin; National Civics and Government Standards; National History Standards; Whitney (Eli)

This lesson focuses on the power of the U.S. Congress to pass laws related to issuing patents. Using Eli Whitney's 1812 Congressional petition to extend the patent on his cotton gin as an example, the lesson correlates to the National History Standards and the National Standards for Civics and Government. It contains two primary source documents, the petition, and Whitney's drawing to accompany his original patent awarded in 1794. The lesson provides historical background by telling Eli Whitney's story and discussing his invention and its effects in the South. It lists four resources for further reading and provides sample written document analysis worksheet. The unit suggests teaching activities for document analysis, for creative writing, for debate, for role play, and for relating the past to the present. (BT)

ED 461 606 SO 033 574

Lawlor, John M., Jr.
"United States v. Thomas Cooper": A Violation of the Sedition Law. The Constitution Community: Revolution and the New Nation (1754-1820s).
PUB DATE- 01
NOTE- 21p.; For related lesson plans, see SO 033 572-575 and SO 033 581-582.

Strong, Karen Roberts
Invisibility of Identity in the Social Context.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indians; *Females; *High School Students; High Schools; Racial Bias; Secondary School Teachers; Sex Bias; *Social Environment; Teacher Attitudes
IDENTIFIERS- *Identity Formation; Identity (Psychological)

This paper examines social anonymity of Native American girls in high school, highlighting the importance of social context and discussing the issue from the perspective of Native American females. A national view of Native American women has portrayed nonexistent persons. The Euro-American view accepts males as intrinsically, universally dominant and females as subordinate. The Native American perspective of the Native woman is missing from fiction and nonfiction. Native peoples regard women as neither inferior nor superior to men. A proactivist view of Native American womanists as culturally intact heroines can replace negative definitions of Native American women existing in literature. Often, a deficit model is used to explain the overall failure of Native American high school students, negatively comparing tribal culture with a positive view of the mainstream. Native American females' high school achievements are often ignored by mainstream teachers and administrators, and teacher racism is an ongoing problem. High school teachers must learn a viewpoint beyond an American mainstream definition. Much educational policy regarding Native American students is based on published examples of failed teaching. Educational policy must be based on positive descriptions rather than the opposite of failure. The positive description of Native American women must become part of the theoretical foundation of educational policy and instruction to establish positive learning models for application in schools as a conscious learning experience in the classroom. (Contains 65 references.) (SM)

ED 461 626   SP 038 041

Standards for Teacher Educators.
PUB DATE- 96
NOTE- 7p.; For related documents on teacher educator standards, see SP 038 042 and 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Improvement; Educational Quality; Elementary Secondary Education; Evaluation Methods; Higher Education; Portfolio Assessment; *Preservice Teacher Education; Reflective Teaching; Standard Setting; *Standards; Teacher Attitudes; Teacher Collaboration; *Teacher Competencies; *Teacher Educators; *Teacher Evaluation; Teacher Researchers

This list of seven standards for teacher educators explains indicators and potential sources of evidence for each standard. The standards are: (1) model professional teaching practices which demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education; (2) inquire

Classroom Matters.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Quality; Higher Education; *Middle School Teachers; *Middle Schools; National Standards; Preservice Teacher Education; State Standards; *Teacher Certification; *Teacher Competencies
IDENTIFIERS- Southern Regional Education Board; State Policy

There is an acute need to improve the quality of classroom teachers through improved standards for preservice programs and licensure and certification, especially in the middle grades. Several Southern Regional Education Board (SREB) states are working to improve middle grades teacher quality. Some are raising standards on teacher licensure tests. Eleven SREB states mandate or fund beginning teacher induction program. There are few incentives or penalties encouraging districts and schools to recruit and assign highly qualified teachers to middle grades classrooms. A systematic approach to improving middle school teaching includes: developing a middle grades institute that spans two summers and the school year for teachers at low-performing schools; establishing new requirements for preparing and certifying middle grades teachers; and establishing dates by which all middle school teachers must meet new requirements. Three areas in which state policies can help ensure a well-qualified teacher in every classroom include: incentives for schools and colleges to collaborate to improve content knowledge and teaching practices for the middle grades; recruitment, preparation, and ongoing professional development to improve middle school teacher quality; and a clear message through licensing and certification that teacher quality is an educational priority. (SM)

ED 461 647 SP 040 492

Parker, Marian J.; Guarino, Anthony J.
A Comparison of the Efficacy Levels of Preservice, Internship, and Inservice Teachers.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Self Efficacy; Student Teacher Attitudes; Student Teachers; *Teacher Effectiveness
IDENTIFIERS- *Personal Effectiveness

This study assessed the responses of educators at three stages of their preparation and experience to statements describing their levels of general teacher efficacy (GTE) and personal teaching efficacy (PTE). Participants were graduate and undergraduate students in a teacher education program who were enrolled in their final semester of coursework prior to student teaching, had just finished with their student teaching experience, or were experienced, practicing teachers. Analysis of participants' responses on the Teacher Efficacy Scale indicated that the internship experience attenuated their GTE. To the statement, "The amount a student can learn is primarily related to family background," preservice participants indicated a level of disagreement significantly higher than internship participation in MSPAP; (5) scaling and equating; (6) validity; (7) score interpretation; and (8) the MSPAP score reports. Three appendixes contain test maps, information on the number of items comprising each outcome, and scale score ratings from each MSPAP proficiency level. (Contains 29 tables and 23 references.) (SLD)

ED 461 667 TM 033 457

Maryland School Performance Assessment Program (MSPAP), 1998. Technical Report.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Program Implementation; Reliability; Scoring; *State Programs; Tables (Data); *Test Construction; Test Content; *Testing Programs; Validity
IDENTIFIERS- *Maryland School Performance Assessment Program

Maryland School Performance Assessment Program (MSPAP) assessments are criterion-referenced performance tests designed, developed, and implemented by the Maryland State Department of Education in collaboration with classroom teachers and other Maryland educators. MSPAP is the major strategy for implementing Maryland's educational reform initiative. It provides information relevant to assessing school performance and guiding school improvement plans and activities. The primary focus of the information from the MSPAP is schools, although information about individual students is available. In June and July 1998, approximately 188,000 student answer books were scored. This technical report contains information about: (1) test development; (2) test administration; (3) scoring; (4) special issues related to mathematics, algorithmic scoring, and student participation in MSPAP; (5) scaling and equating; (6) reliability; (7) validity; (8) score interpretation; and (9) the MSPAP score reports. Three appendixes contain test maps, information on the number of items comprising each outcome, and scale score ratings from each MSPAP proficiency level. (Contains 29 tables and 29 references.) (SLD)

ED 461 668 TM 033 458

Maryland School Performance Assessment Program (MSPAP), 1999. Technical Report.
PUB DATE- 00
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Program Implementation; Reliability; Scoring; *State Programs; Tables (Data); *Test Construction; Test Content; *Testing Programs; Validity
IDENTIFIERS- *Maryland School Performance Assessment Program

Maryland School Performance Assessment Program (MSPAP) assessments are criterion-referenced performance tests designed, developed, and implemented by the Maryland State Department of Education in collaboration with classroom teachers and other Maryland educators. MSPAP is the major paper provides background information about the importance of parent involvement. Chapter II focuses on the significance of involving the three major stakeholder groups in collaborative efforts. Chapter III describes some of the innovative and successful steps that businesses, schools, and parents have taken to promote parent involvement. In Chapter IV, background information about the web of public education policies established at federal, state, and local levels is presented. Chapter V presents some conclusions about parent involvement. An "Employer Inventory for Action" and "Collaborative Strategies for Parent Involvement" are included in a pocket attached to the inside back cover. A list of 16 resource organizations is attached. (Contains 4 tables and 81 references.) (SLD)

ED 461 687 UD 032 354

Steffy, Betty E.
At Cross-Purposes: Evaluating the Effects of Middle-Level Education in a Large Urban School System.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Curriculum Development; Disadvantaged Youth; Educational Administration; *Educational Change; Equal Education; Evaluation Methods; *Middle Schools; Program Evaluation; School Based Management; School Districts; *School Effectiveness; Standardized Tests; Test Results; Urban Schools

This paper reports the results of a management study of the effectiveness of middle schools in a large, urban, midwestern public school system. Results of the study illustrate the conundrum that all educational reforms are not complementary, i.e., they are at cross-purposes because they are designed to obtain different outcomes. The two reform agendas studied were site-based management with decentralization of decision making about instructional and curricular change and an intention of improving student achievement as measured on a state criterion-referenced test. The study included 11 middle schools employing 400 teachers, with 91 instructional aides, serving 6,845 students. Two principal investigators and five research assistants from a local university reviewed documents, interviewed personnel, parents, and students, and visited the schools. Curriculum management audit standards developed by L. Frase, F. English, and W. Poston (1994) were used to assess school effectiveness. A number of problems with middle school functioning were found. A major implication of the school-by-school review was that the critical balance between systemwide and school-based responses needed to obtain system-wide objectives was missing. None of the schools used data from student performance instruments to link back to validated school-wide performance measures, and no school had taken the initiative to develop assessment measures beyond the state-mandated testing program. No systematic procedures were in place to monitor curriculum or instruction, and at-risk students were not doing well even in the high performing schools. Minority students received a proportionally higher percentage of disciplinary measures than their white counterparts, and sever curricular inequities were found among

Centered Psychological Principles" (APA, 1997) and associated tools that can provide a seamless professional development model for linking K-16 teachers. It discusses the role of learner-centered principles and practices in school reform (characteristics and dispositions of learner-centered teachers, characteristics of learner-centered practices, sharing power and control with learners, and building positive personal relations and meaningful connections). The paper offers evidence of the effectiveness of this framework in urban schools. Implications for social and educational policy are noted (e.g., policies must emphasize new leadership roles through the use of strategies that empower members of underrepresented minority groups to take increased control of their learning and development, and policies must emphasize the value of diversity throughout the educational system). A proposed research agenda focuses on strategies that give greater voice to all students at all educational levels. (Contains 52 references.) (SM)

ED 461 706   UD 034 722

Walker-Moffat, Wendy
After School Programs: Implications for Urban Education.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; *Community Programs; Elementary Secondary Education; Financial Support; Governance; Political Issues; Program Evaluation; Urban Education; Urban Youth; *Youth Programs

This paper analyzes the politics of a fund established to support the development of urban children and youth outside of traditional classrooms. It examines the fund's effectiveness in establishing after school programs that provide safety, opportunities to connect with adults, and engagement with communities and evaluates implications for urban education. Information comes from the evaluation of year 2 of this 10-year effort through observations, focus groups, interviews with program directors and staff, meetings with administrators and various officials, document review, budget analysis, and small group meetings with similar types of grantees. Youth evaluators conducted observations and focus groups with year 1 program participants. Overall, it was easier to create safe programs, provide opportunities for connecting with caring adults, and empower youth to become involved in communities than it was to create a governance structure for youth development that could function within municipal government. The legislation established a secure source of funding for a long period of time and authorized youth to participate on an equal basis with adults but did not establish a governance structure. The outcome of the second year was that thousands of children and youth benefited from a wide variety of programs despite the politics. (Contains 13 references.) (SM)

ED 461 707   UD 034 723

Kelly, Deirdre M.
Pregnant with Meaning: Teen Mothers and the Politics of Inclusive Schooling. Adolescent Cultures, School & Society.

PUB DATE- 01
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acid Rain; Critical Thinking; *Environmental Education; Intermediate Grades; Junior High Schools; *Pollution; Problem Solving; *Science Activities; Science Instruction; Science Process Skills; Teaching Guides

This teacher's guide presents a unit on acid rain and introduces hands-on activities for sixth through eighth grade students. In each unit, students act as real scientists and gather evidence by using science process skills such as observing, measuring and recording data, classifying, role playing, problem solving, critical thinking, synthesizing information, brainstorming, and decision making. The units presented in this guide meet the National Science Education Standards as well as state frameworks and district guidelines. There are eight 45- to 60-minute sessions focusing on different concepts in the guide. Units include: (1) "Pick Your Brain about Acid Rain"; (2) "Introduction to Acidity and pH"; (3) "Startling Statements about Acid Rain"; (4) "Fake Lakes"; (5) "Welcome to Laketown!"; (6) "The Salamanders Have Their Say"; (7) "Town Meeting: Making Community Decisions"; and (8) "Everything You've Always Wanted To Know about Acid Rain." (YDS)

ED 461 515 SE 065 643

Felder, Richard M.; Brent, Rebecca
Designing and Teaching Courses To Satisfy Engineering Criteria 2000.
SPONS. AGENCY- Southeastern Univ. and Coll. Coalition for Engineering Education.
PUB DATE- 02
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Cooperative Learning; *Engineering Education; Evaluation; Higher Education; *Program Development; Teaching Methods

Since Engineering Criteria 2000 (EC 2000) was first introduced as the standard for American engineering education programs, most discussion in the literature has focused on how to assess Outcomes 3a-3k (specific outcomes or abilities engineering students must acquire as defined by the Accreditation Board of Engineering and Technology) and relatively little has concerned how to equip students with the skills and attitudes specified in those outcomes. This paper seeks to fill this gap. Following an overview of EC 2000 and an attempt to clarify the confusing array of terms that it has introduced into the accreditation process, the paper addresses two primary questions: (1) How can learning objectives, learning assessment methods, and instructional techniques for individual courses be formulated to address each of the Criterion 3 outcomes? and (2) What might be done at the program and individual course levels to raise the level of achievement of the outcomes? In the procedure recommended in the paper, once a program faculty has defined the program educational objectives, outcomes, and outcome indicators, it should: (1) identify the core (required) courses

PUB DATE- 95
NOTE- 229p.; Bibliography and "A Multicultural Perspective on Service Learning" (Section G) not available from ERIC.
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; Instructional Materials; Peer Influence; Peer Relationship; *Peer Teaching; *Public Service; *School Community Programs; *School Community Relationship; *Service Learning; Student Participation

This handbook was developed for those selected as part of the Kellogg Peer Consultant Initiative which seeks to promote the inclusion of service-learning into core academic curricula. Consultants provide teacher education programs and technical support to those educators developing new programs or strengthening existing programs. The manual is divided into four sections. Essays include: "An Overview of the Peer Consultant Initiative" (Joel Longie); "The Role of the Peer Consultants" (Becky Warnes); "The Role of the Youth Peer Consultants" (Becky Warnes); "The Art of Presenting" (Carolyn Elliot); "Consulting and Facilitation Skills" (James Toole; Pamela Toole; Stella Raudenbausch); "Service-Learning and the Power of Participation: Schools, Communities, and Learning" (Robert Shumer); "A Multicultural Perspective on Service-Learning"; "Culture and Context in Service-Learning Education: A Native American Perspective" (McClellan Hall; John Guffey); "Service-Learning with Students with Disabilities" (Maryland Student Service Alliance); "Service-Learning: An Educational Process for Teaching and Learning" (Carol Kinsley); "Definition of Service-Learning"; "Alternative Program Models" (James Toole; Pamela Toole); "Joining Together with Community Partners" (Ingrid Sausjord); "Preparation for Service-Learning" (Marty Duckenfield; Jan Wright); "Curriculum Integration of Service Learning' (Marty Duckenfield; Jan Wright); "Developing a Community Service-Learning Unit" (Carol Kinsley); "Reflection" (Harry C. Silcox); "Celebration" (Harry C. Silcox); "Framing Assessment and Evaluation for Effective Programs" (Kate McPherson; Lynn Campbell; Steve Schuman); and "Organizational Issues: Liability, Transportation, and Scheduling" (James Toole; Pamela Toole); "Questions Most Commonly Asked of a Regional Resource Person" (Kate McPherson); "Sample Training Agendas"; and "Forms." (EH)

ED 461 539 SO 027 973

Hoeplin-Phalon, Nancy, Ed.
Great Decisions. 1997 Edition.
PUB DATE- 97
NOTE- 101p.; "Northeast Asia: Strategic Crossroads" underwritten by Freeman Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Developed Nations; Developing Nations; *Diplomatic History; Foreign Countries; *Foreign Policy; *Global Education; *International Cooperation; *International Relations; International Trade; Multicultural Education; National Security; Political Science; Secondary Education; Social Studies; *World Affairs

documents, see SO 028 456-465. Mary Paden was editor. Also supported by the American Gas and Beinecke Foundations.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Conservation (Environment); Developing Nations; Development; Foreign Countries; *Futures (Of Society); *Global Education; Interdisciplinary Approach; Science and Society; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides; Transportation
IDENTIFIERS- Africa; Asia; Europe; North America; South America

This teacher's guide presents teaching suggestions and presentation materials on the hidden environmental costs of driving automobiles through examining the history of the automobile and looking to the future for alternatives. The lesson is divided into six parts and may be completed in four or more class periods. Student handouts include: (1) "Car Talk"; (2) "Test Yourself: How Much Do You Know about Motor Vehicle Usage?"; (3) "Answers to 'How Much Do You Know about Motor Vehicle Usage?'"; (4) "How Do Motor Vehicles Contribute to Air Pollution?"; (5A) "The Road We Traveled: Text"; (5B) "The Road We Traveled: Graphic Timeline"; (6) "Taking Action: What Can You Do?"; (7) "What Are the Alternatives?'; and (8) "Taxi 2000: Personal Rapid Transit." Transparency masters are titled: (1) "The Hidden Costs of Driving"; (2) "Emission: A Triple Threat"; (3) "Number of Vehicles in the World"; and (4) "Motor Vehicles in World Regions." (EH)

ED 461 561 SO 028 632

Odo, Franklin, Ed.; Kawamoto, Kevin, Ed.; McGregor, Davianna, Ed.
Topics in Hawaii's History: Resources and Lesson Plans for Secondary School Teachers.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 362p.; These materials were written as part of the Summer Institute for Hawaii History Teachers of Institute on Hawaiian History) (July 1992). Also sponsored by University of Hawaii at Manoa, College of Social Science, Ethnic Studies Program.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cross Cultural Studies; *Ethnic Studies; Global Education; *Heritage Education; Local History; *Multicultural Education; Oral History; Secondary Education; Secondary School Teachers; Social History; Social Studies; *State History; World Geography; World History
IDENTIFIERS- *Hawaii

Twenty-nine teachers participated in a 4-week National Endowment for the Humanities institute which covered topics from pre-contact Hawaiian population estimates to formation of plantation workforces to contemporary sovereignty issues. The lessons the participants developed are divided into nine sections. Section 1, "Geography," contains articles on the origins of the Hawaiian Islands and the geography of the Pacific. Section 2, "Religion and Mythology," covers Hawaiian legends, myths, and creation stories. Section 3, "Voyages, Migration, and Contact," covers the origins, migrations, and early settlements of the Hawaiian population. Section 4, "Monarchy," includes histories of the Hawaiian monarchy and its

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Christianity; Cultural Education; Curriculum Development; Elementary Secondary Education; *Ethical Instruction; Judaism; *Moral Issues; *Public Schools; *Religion Studies; Student Needs; Textbook Content
IDENTIFIERS- *American Textbook Council; *Character Education

This guide completes a 6-year American Textbook Council project on religion in the schools. An inquiry into textbook content expanded into this exposition on religion, curriculum, and character education. The guide explores the sources of moral instruction in an era when spirituality comes in many forms, and cracks in public culture are apparent. Public schools, like other agencies of culture, have lost the conviction that the universe, nature, existence, and human lives are guided by the "Divine," and the moral force of the curriculum is rarely considered. The guide first poses the problem of what public schools should say and do regarding religion. The importance of religion in schools and trends in textbooks are discussed. Appendixes list basic texts, as well as subjects and themes in U.S. and world history. (Contains 21 endnotes.) (BT)

ED 461 585 SO 030 617

Mississippi Social Studies Curriculum Framework, 1998.
PUB DATE- 98
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Civics; Economics; Elementary Secondary Education; Geography; History; Learning Strategies; Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives; United States Government (Course)
IDENTIFIERS- *Mississippi

The primary purpose of this Mississippi social studies framework is to promote an understanding of the world, human interaction, cultural diversity, and cultural heritage and to equip students with the knowledge and understanding of the past, which is essential for coping with the present and planning for the future. The framework states that the social studies curriculum should provide teachers with a guide to help instruct students with the essential skills for problem solving and thoughtful decision making. Social studies should contain a specific body of knowledge that is divided into "strands" to focus on history, geography, civics, economics and other social sciences. Following an introduction that offers suggested objectives, curriculum guide, benchmarks, and divisions for elementary, middle grades, and upper grades, the framework is divided into the following sections: (1) "Kindergarten"; (2) "First Grade"; (3) "Second Grade"; (4) "Third Grade"; (5) "Fourth Grade" (Mississippi Studies); (6) "Fifth Grade" (United States Studies); (7) "Sixth Grade" (Western Hemisphere Studies); (8) "Seventh Grade" (Eastern Hemisphere Studies); (9) "Eighth Grade" (United States History to 1877); (10)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Freedom of Speech; *Laws; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- First Amendment; National Civics and Government Standards; National History Standards; *Sedition; United States Constitution

This lesson relates to freedom of speech and freedom of the press as provided for in the First Amendment of the U.S. Constitution. The lesson correlates to the National History Standards and the National Standards for Civics and Government. It presents seven primary source documents regarding Thomas Cooper's trial for sedition in 1800. Cooper was a lawyer and newspaper editor in Sunbury, Pennsylvania who was indicted, prosecuted, and convicted of violating the Sedition Act after he published a broadside that was sharply critical of President John Adams. The lesson gives an overview of the Sedition Act of 1798, which made it illegal to criticize the government under penalty of fines and/or imprisonment. The lesson provides nine detailed teaching activities for implementation in the classroom. Attached is a sample written document analysis worksheet. (BT)

ED 461 607 SO 033 575

Greene, Mary Frances
Tally of the 1824 Electoral College Vote. The Constitution Community: Revolution and the New Nation (1754-1820s).
PUB DATE- 00
NOTE- 11p.; For related lesson plans, see SO 033 572-575 and SO 033 581-582. Figure may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Elections; *Presidents of the United States; Primary Sources; Secondary Education; Social Studies; *United States History; *Voting
IDENTIFIERS- *Electoral College; National Civics and Government Standards; National History Standards; *Twelfth Amendment; United States Constitution

This lesson focuses on the role of the Electoral College in the election of the President and Vice-President as specified in the U.S. Constitution in Article II, Section 1, Clauses 2 and 4, and the Twelfth Amendment. The lesson correlates to the National History Standards and the National Standards for Civics and Government. The tally of the 1824 Electoral College vote is the primary source document. The lesson provides historical background that explains the origin of the Electoral College, one of the more difficult parts of the U.S. electoral process to understand, and illustrates how it worked in the 1824 presidential election. The guide suggests the following teaching activities: interpreting the document, analysis of the constitutional connection and "correction," persuasive writing/debate, letter writing, researching local politics, and creating biographical poems (cinquain format and biopoem format). (BT)

ED 461 608 SO 033 578

Giroux, Henry A.

into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education; (3) inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development; (4) provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice; (5) collaborate regularly and in significant ways with school, university, state education agency, professional association, and community representatives to improve teaching learning, and teacher education; (6) serve as informed, constructively critical advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions; and (7) contribute to improving the teacher education profession. Assessment modes for determining the proficiency of teacher educators are described. (SM)

ED 461 627   SP 038 042

Edelfelt, Roy A.; Raths, James D.
A Brief History of Standards in Teacher Education.
PUB DATE- 98
NOTE- 27p.; For related documents on teacher educator standards, see SP 038 041 and 043.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Educational Improvement; Educational Quality; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Standard Setting; *Standards; *Teacher Competencies; *Teacher Educators

This report examines the history of standards in teacher education, sketching the results of major studies and projects that have recommended standards for teacher education. The report offers a definition of standards, examples of standard-setting efforts over the years, efforts by the National Council for Accreditation of Teacher Education, questions basic to standards, and lessons learned. Four patterns are evident in reports over the years: (1) recommendations for improving teacher education are similar over 130 years; (2) standards are motivated in part by perceptions of dire national needs, concerns with variation in preparation programs, and availability of new science or knowledge to give direction where it was once absent; (3) almost no acknowledgement of previous reports in each new report; and (4) little of the time to support the recommendations (with the recommendations instead representing self-evident beliefs). (Contains 25 references and lists 19 other reports.) (SM)

ED 461 628   SP 038 043

Vaughan, Joseph C.
Completing the Circle of Education Reform: The Need for Standards, Assessments and Supports for Teacher Educators.
PUB DATE- 98
NOTE- 17p.; With the assistance of Roy A. Edelfelt, W. Robert Houston, and Susan Arisman. A Report and Planning Paper from the Association of Teacher Educators' Commission on Teacher Educator Standards. For related documents, see SP 038 041 and 042.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

completers or practicing teachers. Teachers scored significantly lower than preservice student teachers and internship completers on their agreement with the statement, "A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement." PTE was high for all three groups and remained so regardless of the extent of teaching experience. (Contains 14 references.) (SM)

ED 461 648 SP 040 493

Minor, Lynn C.; Onwuegbuzie, Anthony J.; Witcher, Ann E.; James, Terry L.
Trends in Teacher Candidates' Educational Beliefs.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Teacher Characteristics

This study examined trends in teacher candidates' educational beliefs over time. Participants were 84 teacher education candidates enrolled in several sections of an introductory-level education class for education majors at a southeastern university. They were administered the Witcher-Travers Survey of Educational Beliefs (WTSEB) both on the first day of class and at the end of the one-semester course. Low scores on the WTSEB indicate a proclivity toward transmissivism, high scores suggest a tendency toward progressivism, and mid-range scores indicate an eclectic philosophy. Participants were also asked to identify, to rank, and to define between three and six characteristics that they believed effective teachers possessed or demonstrated. A paired-samples t-test revealed a statistically significant increase in WTSEB scores. The effect size associated with this increase was .29, suggesting a moderate increase. By the end of the course, candidates, on average, demonstrated a more progressive orientation. A multiple regression analysis, using the posttest-pretest difference educational belief scores as the dependent variable, revealed that teacher candidates who believed that ethical behavior was a foremost characteristic for teachers to possess tended to experience the greatest shift toward progressivism. (Contains 25 references.) (Author/SM)

ED 461 649 SP 040 494

Mertler, Craig A.
Teacher Motivation and Job Satisfaction in the New Millennium.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Elementary Secondary Education; *Job Satisfaction; Teacher Attitudes; *Teacher Motivation; Teaching (Occupation)

strategy for implementing Maryland's educational reform initiative. It provides information relevant to assessing school performance and guiding school improvement plans and activities. The primary focus of the information from the MSPAP is schools, although information about individual students is available. In June and July 1999, approximately 184,750 student answer books were scored. This technical report contains information about: (1) test development; (2) test administration; (3) scoring; (4) special issues related to mathematics, algorithmic scoring, and student participation in MSPAP; (5) scaling and equating; (6) reliability; (7) validity; (8) score interpretation; and (9) the MSPAP score reports. Three appendixes contain test maps, information on the number of items comprising each outcome, and scale score ratings from each MSPAP proficiency level. (Contains 29 tables and 32 references.) (SLD)

ED 461 669 TM 033 654

Wisconsin Knowledge and Concepts Examinations, 2000-2001. Wisconsin School Performance Report: Results for Districts and Schools within Districts, Volume I. Grade School (Grade 4). Wisconsin Student Assessment System.
PUB DATE- 01
NOTE- 1077p.; For volumes 2 and 3, see TM 033 655 and 033 656 respectively. For the prior year's grade 4 report, see ED 454 261.
LANGUAGE- English
EDRS Price- MF08/PC44 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; *Elementary School Students; *Grade 4; Intermediate Grades; Language Arts; Mathematics; Reading; Sciences; Social Studies; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- Wisconsin; *Wisconsin Knowledge and Concepts Examinations

This document presents, in tabular form, results for the Wisconsin Knowledge and Concepts examinations for grade 4, spring 2001 (the 2000-2001 school year). Results are presented for the state's total fourth grade population eligible to be tested and for each school district and school in Wisconsin. Test results are reported for reading, language arts, mathematics, science, and social studies. The numbers of students eligible to be tested, the numbers not tested, and the percentage of students at each proficiency level (prerequisite skills/English, minimal, basic, proficient, and advanced) are reported. Also reported are the numbers of students considered economically disadvantaged or not economically disadvantaged, the numbers of students with disabilities, and the numbers of students of limited English proficiency. The reports in this series were designed to provide information to improve student achievement and for accountability purposes, but they were not designed for the purpose of ranking schools or districts. (SLD)

ED 461 670 TM 033 655

Wisconsin Knowledge and Concepts Examinations, 2000-2001. Wisconsin School Performance Report: Results for Districts and Schools within Districts, Volume II. Middle School (Grade 8). Wisconsin Student Assessment System.
PUB DATE- 01
NOTE- 691p.; For volumes 1 and 3, see TM 033 654 and 033 656 respectively. For the prior year's grade 8 report, see ED 454 262.

the schools. Recommendations are made for systematic planning, a core curriculum, administrator accountability, and better responses to low student performance. (SLD)

ED 461 688   UD 032 379

California's Proposition 227: Implications and Costs of the Unz Initiative.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Bilingualism; Costs; Disadvantaged Youth; Educational Finance; Elementary Secondary Education; *English (Second Language); *Immersion Programs; *Language of Instruction; Political Influences; Public Schools; Second Language Instruction; Second Language Learning; *State Programs
IDENTIFIERS- California; *Proposition 227 (California 1998)

Voters in California will vote June 2, 1998 to decide the fate of Proposition 227, a measure proposed by businessman Ron Unz that would substantially change the way that students who are not proficient in English are taught. If approved by the voters, Proposition 227, the Unz Initiative, would essentially eliminate bilingual education programs in the state's public elementary and secondary schools, replacing them with special 1-year immersion classes taught in English only. This report explores how the Unz Initiative will affect the quality of public education in California, and how much it may cost the taxpayers. Approximately 1.4 million children in the state are classified as English language learners, and about half of these students currently receive academic instruction in their primary or home language as they are learning English. If the Unz Initiative is approved, numbers of students would require new class and school assignments, and sizable numbers of teachers would be reassigned, and might require recertification in subject areas other than bilingual education. New curricula would be developed, new professional development programs would be required, and ways to notify parents would have to be developed. Finally, new ways for assessing student performance in each academic area would have to be developed. These short-term effects would be followed by long-term costs. The academic harm done many students may not be felt immediately, but many students would undoubtedly fall further behind their English-speaking peers. Many may require costly compensatory education. and some may need to be in programs like Title I that are even costlier to run and harder to get out of than the current bilingual programs. Costs of retaining students in grade and providing needed summer programs would be added to costs for professional development so that regular education teachers could meet the challenges of students with inadequate English skills. The Unz Initiative would bring with it a high probability that many English language learners would end up in remedial, special education, or alternative classes. (SLD)

ED 461 689   UD 032 389

Bailis, Lawrence Neil; Hahn, Andrew; Aaron, Paul; Nahas, Jennifer; Leavitt, Tom
A New Field Emerges: College Access Programs. Executive Overview. Volume I.
SPONS. AGENCY- Baltimore Community Foundation, MD.; Ford Foundation, New York, NY.

PUB DATE- 00
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Early Parenthood; Ethnography; *Inclusive Schools; Mass Media; *Mothers; Politics of Education; Poverty; *Pregnancy; Research Methodology; Secondary Education; Social Influences; Welfare Recipients; Youth Programs
IDENTIFIERS- Stigma

This book addresses issues related to teen mothers and schooling, examining how teen mothers have become scapegoats for social anxieties, how schools respond to these stigmatized students, and what helps/hinders the success of schools attempting to form more inclusive settings for teen mothers. The book links an ethnographic study of two schools to the wider North American political and economic context. Ten chapters include: (1) "Introduction: Locating the Study in Historical and Political Context"; (2) "Pregnant with Meaning: Teen Mothers as Catch-All Enemies"; (3) "The Good Choices Discourse: A Fashionable, Flawed Attempt To Avoid Stigma"; (4) "Stigma Stories in the Media: Four Discourses about Teen Mothers, Welfare, and Poverty"; (5) "Integrating Teen Mothers into City and Town Schools: Coping with the Dilemma of Difference"; (6) "Therapeutic Haven versus Real-World Microcosm: How Citizenship Challenges the Dichotomy"; (7) "Inconceivable Conceptions: The Politics of Silence at Town School"; (8) "Warning Labels: Stigma and the Popularizing of the Stories of Teen Mothers"; (9) "Studying Up, Down, and Across in Schools: Speaking about, for, and with Teen Mothers: Dilemmas of a Critical Feminist Ethnographer"; and (10) "Teen Mothers and the Inclusive Model: Toward a Critical Feminist Stance." (Contains approximately 350 references.) (SM)

ED 461 708 UD 034 724

Kallus, Richard, Ed.
Secondary School Completion and Dropouts in Texas Public Schools, 1998-99.
PUB DATE- 01
NOTE- 89p.; For the 1999-00 report, see ED 457 282.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Dropout Prevention; *Dropout Rate; Dropouts; *Graduation; High School Graduates; Public Schools; Secondary Education; Student Attrition; Tables (Data)
IDENTIFIERS- *Texas

This annual report presents comprehensive findings about high school completion and non-completion in Texas public schools. It includes state summaries of the annual grades 7-12 dropout rate used in the accountability system and a new series of longitudinal high school completion/student status rates. The series includes four-year rates for graduates, recipients of General Educational Development certificates, and students who continue in school following their anticipated graduation date. Four-year dropout rates comprise the fourth component of the series. Also included are grade 9-12 and grade 7-12 attrition rates and results of Texas Education Agency (TEA) analyses of leaver data quality. In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student that address the outcomes; (2) define observable learning objectives for each core course that address the relevant program outcomes; and (3) select methods to assess the objectives. (Observable objectives involve action verbs like list, explain, calculate, model, design, and critique, as opposed to more abstract words like learn, understand, and appreciate. Some objectives can be assessed using written problem-solving tests; others cannot.) The courses should then be taught so as to maximize the likelihood that students capable of achieving the objectives will in fact do so. The paper provides resources to support this process, including illustrative learning objectives and instructional methods that address Outcomes 3a-3k. The methods suggested in the paper have all been used extensively and are well supported by educational research. (Evidence for this claim is provided by numerous references cited in the paper.) The intention is for course instructors to browse through the suggestions and select learning objectives and teaching and assessment methods that address their program outcomes and are compatible with their teaching philosophies and levels of experience. As time goes by, they should periodically review their assessment results, revisit the suggestions, and consider modifying their teaching and assessment methods in an effort to improve the level of achievement of the objectives. Appended are: Illustrative Learning Objective for EC 2000 Outcomes 3a-3k; Teaching Methods that Address Outcomes 3a-3k; Cooperative Learning Methods that address outcomes 3a-3k; and Problem-Based Learning Methods that Address Outcomes 3a-3k. (Contains 91 references.) (Author/YDS)

ED 461 516 SE 065 645

Bao, Lei; Redish, Edward F.
Concentration Analysis: A Quantitative Assessment of Student States.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 20p.; In: "Physics Education Research Section of the American Journal of Physics," v69 n7 (July 2001): S45-53. Endnotes contain cropped text.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Learning Processes; *Memory; *Multiple Choice Tests; *Physics; *Problem Solving; Science Education; Test Interpretation; Test Results; *Test Theory

Multiple-choice tests such as the Force Concept Inventory (FCI) provide useful instruments to probe the distribution of student difficulties on a large scale. However, traditional analysis often relies solely on scores (number of students giving the correct answer). This ignores what can be significant and important information: the distribution of wrong answers given by the class. In this paper a new method is introduced called "concentration analysis" to measure how students' responses on multiple-choice questions are distributed. This information can be used to study if the students have common incorrect models or if the question is effective in detecting student models. When combined with information obtained from qualitative research, the method can be used to identify cleanly what FCI results are saying about student knowledge. (Contains 19 references, 9 figures, and 8 tables.) (Author/YDS)

ED 461 517 SE 065 648

Thorson, Annette, Ed.

IDENTIFIERS- Asia; Europe; Russia

This annual briefing book focuses on eight topics related to U.S. foreign policy. The essays provide an overview of the geographic area or subject of concern. The volume's introduction features a discussion of how U.S. foreign policy is made. The eight essays include: (1) "Today's Media: What Voice in Foreign Policy" (Raymond Carroll); (2) "Northeast Asia: Strategic Crossroads" (James Shinn); (3) "Russia and the U.S.: Growing Cooperation?" (Ted Hopf); (4) "Terrorism and Crime: A More Dangerous World" (David C. Morrison); (5) "European Integration: What Future for Europe and the U.S.?" (Andrew Moravcsik); (6) "Environmental Threats to Stability: The Role of Population Growth" (Gail Robinson; William Sweet); (7) "Middle East: Peace and the Changing Order" (F. Gregory Gause III); and (8) "Globalization: Workplace Winners and Losers" (Bruce Stokes). Each essay is accompanied by discussion questions, suggested readings, resource organizations, and an opinion ballot that can be returned to the Foreign Policy Association for tabulation. (EH)

ED 461 540 SO 027 998

Durbin, Stefanie, Ed.
Adventures on Earth: Exploring Our Global Links. A Classroom Guide.
SPONS. AGENCY- National Geographic Society, Washington, DC.; National Council for Geographic Education.; Agency for International Development (IDCA), Washington, DC.
PUB DATE- 97
NOTE- 64p.; Accompanying data sheet, "World Population and the Environment," is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demography; Developing Nations; Development; Foreign Countries; Futures (Of Society); *Global Education; *Human Geography; Intermediate Grades; *Population Education; Population Growth; *Population Trends; Science and Society; Secondary Education; Social Studies
IDENTIFIERS- Bangladesh; Haiti

This classroom guide uses a series of interactive lessons to provide middle and high school students with the foundation to address complex issues of how people use the environment, the factors (demographic, socioeconomic, political, and cultural) that affect human use of resources, and the local and global environmental impact of people's actions and choices. The unit includes four core lessons and two case studies. The core lessons prepare students to consider how the quest of people around the world to meet their basic needs leads to the use of resources and the production of wastes. The case studies help students move beyond the general ideas to examine how human needs and environmental stress are problems confronted by real people in Haiti and in Bangladesh. In the culminating activity, students reflect on the first three core lessons and case studies to collaborate on an action plan for responsible global citizenship. The lessons include maps and statistical data on population and environmental use. A wall chart of statistical data completes the guide. Extension activities are suggested for further research and adaptations are available for younger grades. (EH)

ED 461 541 SO 028 122

effect on the politics and economics of Hawaii. Section 5, "Plantation Life," contains articles about the influx of Japanese and Chinese workers and how this influenced the racial makeup of the islands. Section 6, "Labor and Economy," looks at Hawaii's economic history with special focus on the "Hilo Massacre." Section 7, "World War II," covers the social, cultural, and political changes caused by World War II. Section 8, "Contemporary Issues," looks at Hawaiian sovereignty, environmental issues, and native Hawaiian rights. Section 9, "Cultural Topics," covers Hawaiian value systems, language, food, and dance. (KCM)

ED 461 562 SO 028 707

Bakker, Don
Crisis, Conscience, and Choices: Weimar Germany and the Rise of Hitler. Choices for the 21st Century Education Project.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- European History; Foreign Countries; *Nazism; Political Issues; *Political Parties; Politics; Secondary Education; Social Studies; *World War I; World War II
IDENTIFIERS- *Hitler (Adolf); *Weimar Republic

This unit is part of a series of curriculum materials that applies the choices approach to critical junctures in history. The focus is on Germany's defeat in World War I and conditions in Germany contributing to the rise of Nazism. Students are provided with background readings on the Weimar Republic, the reparations imposed on Germany with their defeat, and the culture, values, and politics of post-World War I Germany. Children's literature is also presented as another view of the cultural values. The July 1932 Reichstag elections are explained with an analysis of the platforms of each of the contending parties: (1) the KDP (Communist Party of Germany); (2) SPD (Social Democratic Party of Germany); (3) Center (originally called the Christian People's Party); and (4) NSDAP (National Socialist German Workers' Party). Students examine each party's platform and discuss policy issues relating to conditions in Germany at the time. (EH)

ED 461 563 SO 029 052

Arts Education Standard Course of Study Frameworks, K-12: Dance, Music, Theatre Arts, Visual Arts. Revised.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; *Art Education; Curriculum Development; Dance; *Dance Education; Drama; Elementary Secondary Education; Fine Arts; Models; Music; *Music Education; *Standards; State Boards of Education; *State Curriculum Guides; *Theater Arts; Visual Arts
IDENTIFIERS- *North Carolina

This booklet provides a framework for developing K-12 arts curriculum in dance, music, theater arts, and visual arts. The

"Mississippi Studies"; (11) "World History: 1750 to the Present"; (12) "United States History: 1877 to the Present"; (13) "United States Government"; (14) "Economics"; (15) "Introduction to World Geography"; (16) "Advanced World Geography"; (17) "Psychology"; (18) "Sociology"; (19) "Biblical History of the Ancient Middle East, 2000 B.C. to 100 A.D."; (20) "Local Resource Studies"; (21) "Law Related Education"; (22) "Problems in American Democracy"; (23) "Global Studies"; (24) "Minority Studies"; (25) "Humanities I"; (26) "Humanities II"; (27) "Introduction to the Social Studies"; (28) "Local Culture"; (29) "Future Studies"; (30) "Field Experiences"; (31) "Social Studies and Literature Connections"; (31) "Technology Connections"; and (32) "Assessment Glossary." (BT)

ED 461 586   SO 030 618

Mississippi Fine Arts Framework.
PUB DATE- 96
NOTE- 214p.; Introductory pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Education; *Dance Education; Elementary Secondary Education; *Fine Arts; Learning Strategies; *Music Education; Public Schools; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Mississippi

The Mississippi Fine Arts Framework is designed to develop K-12 students' interest and expertise in dance, music, theater arts, and visual arts. The introductory fine arts course, for secondary level students, explores the relationship and the function of the arts in both historical and contemporary culture through creative projects, performance, oral presentation, cooperative learning activities, and research projects. Courses in dance, music, theater arts, and visual arts are to be implemented beginning with kindergarten and continuing through each elementary grade, middle school grade, and through high school. Each subject area is divided into strands with specific competencies and suggested objectives presented. Each subject (dance, music, theater arts, and visual arts) contains a glossary of terms and a suggested resource list. (BT)

ED 461 587   SO 030 647

Nelson, Lynn R.; Drake, Frederick D.
The Eclipse of Progressive, Democratic Education in the United States: A Case Study of Springfield, Missouri Schools, 1924-1952.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (78th, Anaheim, CA, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Community Attitudes; *Cultural Context; *Educational History; Educational Philosophy; Educational Research; Elementary Secondary Education;

Stealing Innocence: Youth, Corporate Power, and the Politics of Culture.
PUB DATE- 00
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Higher Education; *Politics; *Politics of Education; Social Responsibility; *Youth
IDENTIFIERS- Adult Child Relationship; Corporate Culture; Cultural Studies; Freire (Paulo); Gramsci (Antonio); Hall (Stuart); *Power; Radical Education; Social Reality

This book looks at the way corporate cultures is encroaching on children's lives. It explores three myths prevalent in society: (1) that the triumph of democracy is equal to the triumph of the market; (2) that children are unaffected by power and politics; and (3) that teaching and learning are no longer linked to improving the world. The book paints a disturbing picture of the world surrounding U.S. children and turns to the work of Antonio Gramsci, Paulo Freire, and Stuart Hall for lessons about how people can foster a more realistic and healthy childhood for their children. Following an introduction, "Childhood Innocence and the Politics of Corporate Culture," chapters are: (1) "Nymphet Fantasies: Child Beauty Pageants and the Politics of Innocence"; (2) "Heroin Chic and the Politics of Seduction"; (3) "Kids for Sale: Corporate Culture and the Challenge of Public Schooling"; (4) "Radical Education and Culture in the Work of Antonio Gramsci"; (5) "Paulo Freire, Prophetic Thought, and the Politics of Hope"; and (6) "Stuart Hall and the Politics of Education." Chapters include notes. (BT)

ED 461 609   SO 033 581

Perry, Douglas
The Lewis and Clark Expedition. The Constitution Community: Expansion and Reform (1801-1861).
PUB DATE- 01
NOTE- 41p.; For related lesson plans, see SO 033 572-575 and SO 033 582.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Federal Government; *Government Role; Land Settlement; Primary Sources; Secondary Education; Social Studies; *Treaties; *United States History; Wilderness
IDENTIFIERS- *Exploration; *Lewis and Clark Expedition; National Civics and Government Standards; National History Standards; United States Constitution; Westward Movement (United States)

In 1803, President Thomas Jefferson guided a piece of foreign diplomacy through the U.S. Senate, the purchase of Louisiana territory from France. Jefferson chose Meriwether Lewis, his personal secretary, who possessed frontiersman skills to explore the territory. Lewis, in turn, solicited the help of William Clark, whose abilities as a draftsman and a frontiersman were strong. This lesson, using the Lewis and Clark Expedition as an example, focuses on the power granted to the president and the Senate in Article II, Section 2, Clause 2, of the U.S. Constitution, the power to make treaties with foreign nations. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It furnishes 13 primary source documents, both

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; Evaluation Methods; Higher Education; *Preservice Teacher Education; *Standard Setting; *Standards; *Teacher Competencies; *Teacher Educators; Teacher Evaluation

This report describes an effort to enhance the effectiveness of teacher educators. The endeavor, which is in its early stages, is a work-in-progress initiated by the Association of Teacher Educators (ATE). The goals of the initiative are to reach consensus on standards for teacher educators; develop rigorous, fair, and feasible assessments related to the standards; explore supports needed to help teacher educators attain the standards; and examine effective uses of the standards, assessments, and supports in improving teacher educators, teacher education, teaching, and learning. The report presents information on the importance of teacher educators; the role of the ATE in this effort; why work is needed in this area; basic tenets of the work on standards, assessments, and supports for teacher educators; challenges and issues in developing teacher educator standards, assessments, and supports; how ATE's Commission on Teacher Educator Standards and its colleagues will proceed; potential uses and benefits of teacher educator standards, assessments, and supports; and current developments. (SM)

ED 461 629 SP 038 049

Martin, David S.
Teachers of Thinking: A Cross-Cultural Study of Effects on Professionals.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Cultural Differences; Elementary Secondary Education; Faculty Development; Foreign Countries; Inservice Teacher Education; *Problem Solving; *Teacher Behavior; Teacher Improvement; Teachers; *Teaching Styles; *Thinking Skills
IDENTIFIERS- Cognitive Strategies; Costa Rica

This study investigated how inservice teacher education on teaching thinking skills affected teachers' self-reported thinking behaviors and teaching style, focusing on similarities and differences among teachers in the U.S. and Costa Rica. A group of 28 experienced U.S. public school teachers completed 2 different 5-day training sessions in cognitive strategy instruction and in methods of mediated learning, and a group of 12 Costa Rican public school teachers received similar training. Teachers then systematically implemented cognitive strategy instruction at least twice a week for a year. They also included metacognitive discussion with their students. After 1 year, teachers were asked to answer questions on how they approached problem solving differently and what they were doing differently as teachers as a result of teaching thinking skills. Results indicated that important self-perceived changes occurred in the teachers as a result of the training, both for themselves as adults and for their general teaching styles. The training had overall similar outcomes on both groups, but the perceived effects on themselves differed between the groups.

This study examined the current state of teacher motivation and job satisfaction, building upon previous research by substantially increasing the sample to 969 participants. Participants were predominantly white, female elementary, middle, and high school teachers. They responded to a Web-based survey that examined their overall level of job satisfaction as a teacher, whether they would choose to become a teacher again if starting all over in a new career, the extent to which teachers in general are motivated, and how many teachers they knew or worked with who were unmotivated. Data analysis indicated that 77 percent of teachers were satisfied with their jobs as teachers. Males were slightly more satisfied as teachers than females. Teachers early in their careers and near the end of their careers indicated the highest levels of job satisfaction. More teachers in their early 20s and 30s indicated a desire to enter the field of teaching again if given the opportunity. Males reported knowing significantly more unmotivated teachers than did females, and 23 percent of respondents reported knowing or working with more than 10 teachers they would classify as unmotivated. (SM)

ED 461 650 SP 040 495

Chiang, Linda H.
Building Student Teacher Character: A Profile from Cooperating Teacher Judgments.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Schools; *Student Characteristics; *Student Teachers
IDENTIFIERS- *Character Education

This study ascertained public school cooperating teachers' judgments of important student teacher characteristics, noting their suggestions for modifying the curriculum and developing characteristics that student teachers need to teach in public schools. First, a group of 12 cooperating teachers and their student teachers listed important student teacher characteristics. Next, 37 public school teachers from three districts who worked with student teachers ranked the importance of those characteristics. Follow-up interviews were conducted in the next year. Teachers ranked the most important student teacher characteristics as enthusiasm, cooperation, and a positive attitude. They also noted the importance of responsibility, flexibility, organization, preparedness, commitment, vision, total focus, and professional appearance. The most mentioned suggestions regarding student-teacher effectiveness included not having to have another job outside of teaching, the need to accept constructive criticism, the need to be more flexible, and the need to be lifelong learners. Suggestions for curriculum modification included using freshman orientation to raise awareness of character education, adding character education to the student teaching handbook, and making student teachers aware of Character Counts activities and programs. (SM)

ED 461 651 SP 040 496

LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; *Achievement Tests; *Grade 8; Language Arts; Mathematics; *Middle School Students; Middle Schools; Reading; Sciences; Social Studies; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- Wisconsin; *Wisconsin Knowledge and Concepts Examinations

This document presents, in tabular form, results for the Wisconsin Knowledge and Concepts examinations for grade 8, spring 2001 (the 2000-2001 school year). Results are presented for the state's total eighth grade population eligible to be tested and for each school district and school in Wisconsin. Test results are reported for reading, language arts, mathematics, science, and social studies. The numbers of students eligible to be tested, the numbers not tested, and the percentage of students at each proficiency level (prerequisite skills/English, minimal, basic, proficient, and advanced) are reported. Also reported are the numbers of students considered economically disadvantaged or not economically disadvantaged, the numbers of students with disabilities, and the numbers of students of limited English proficiency. The reports in this series were designed to provide information to improve student achievement and for accountability purposes, but they were not designed for the purpose of ranking schools or districts. (SLD)

ED 461 671 TM 033 656

Wisconsin Knowledge and Concepts Examinations, 2000-2001. Wisconsin School Performance Report: Results for Districts and Schools within Districts, Volume III. High School (Grade 10). Wisconsin Student Assessment System.
PUB DATE- 01
NOTE- 613p.; For volumes 1 and 2, see TM 033 654 and 033 655 respectively. For the prior year's grade 10 report, see ED 454 263.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; Grade 10; High School Students; High Schools; Language Arts; Mathematics; Reading; Sciences; Social Studies; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- Wisconsin; *Wisconsin Knowledge and Concepts Examinations

This document presents, in tabular form, results for the Wisconsin Knowledge and Concepts examinations for grade 10, spring 2001 (the 2000-2001 school year). Results are presented for the state's total tenth grade population eligible to be tested and for each school district and school in Wisconsin. Test results are reported for reading, language arts, mathematics, science, and social studies. The numbers of students eligible to be tested, the numbers not tested, and the percentage of students at each proficiency level (prerequisite skills/English, minimal, basic, proficient, and advanced) are reported. Also reported are the numbers of students considered economically disadvantaged or not economically disadvantaged, the numbers of students with disabilities, and the numbers of students of limited English proficiency. The reports in this series were designed to provide information to improve student achievement and for accountability purposes, but they were not designed for the purpose of ranking schools or districts. (SLD)

PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Admission; *College Bound Students; Cost Effectiveness; Disadvantaged Youth; Higher Education; Literature Reviews; Low Income Groups; *Minority Groups; *Program Effectiveness; Urban Schools; *Urban Youth

This volume, first in a series, contains a literature review of the college access field, as well as case studies and lessons for community leaders interested in designing or reforming college access programs. The college access field contains many well thought out programs that are widely believed to be effective in helping minority and low-income youth overcome barriers in their efforts to get to college. For the most part, these beliefs have not been based on the kind of social science evaluation techniques usually believed necessary to demonstrate program effectiveness. Conduct of a sophisticated analysis of CollegeBound (Baltimore, Maryland) operations and outcomes, site visits and analyses of six urban college access programs, and a review of the literature on college access programs leads to three basic conclusions. The Baltimore CollegeBound program evaluation provides the best empirical evidence that a college access program can have a demonstrable impact on college attendance for some types of students at some types of programs. A second conclusion is that, to be successful, a college access program must reflect the existing realities and relationships within school systems and between school systems and communities. It is therefore both inappropriate and misleading to look for one best way to design and carry out college access activities or to rank order programs. A third conclusion is that in the Baltimore CollegeBound program the benefits far outweigh program costs. Findings from this report are used to make specific recommendations to the Baltimore program, and recommendations for college access programs in other cities that center on improved cooperation, access to information, networking, and research to improve these programs through a variety of approaches. (SLD)

ED 461 690 UD 032 393

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.
What Do We Know: Widely Implemented School Improvement Programs.
SPONS. AGENCY- Coordinating Centre for Regional Information Training, Nairobi (Kenya).; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Curriculum Development; *Educational Improvement; Educational Practices; Educational Research; Elementary Secondary Education; Program Descriptions; *Program Effectiveness; *School Restructuring
IDENTIFIERS- Accelerated Schools; Coalition of Essential Schools; Core Knowledge; Foxfire; National Writing Project; Paideia; Reading Recovery Projects; School Development Program; Success for All Program

The study examines the defining features of school improvement programs. Twelve research-based programs that have been implemented for 5 or more years in at least 50 schools or for 3,000 students were analyzed. All have achieved national progress through school are discussed, along with potential advantages and disadvantages associated with each measure. The report presents background information on TEA data collection, processing, and reporting and describes national requirements for dropout data. Finally, it summarizes reported reasons students drop out of school and outlines effective dropout prevention strategies. Eight appendixes present tables and data. (Contains 15 figures, 16 tables, and 30 references.) (SM)

ED 461 709   UD 034 725

Denton, David R.
Helping Families To Help Students: Kentucky's Family Resource and Youth Services Centers.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Child Welfare; Childhood Needs; Elementary Secondary Education; *Family Programs; Health Promotion; High Risk Students; *School Community Relationship; *Youth Programs
IDENTIFIERS- *Family Resource and Support Programs; Kentucky

Kentucky's Family Resource and Youth Services Centers grew out of the Kentucky Education Reform Act of 1990. They help families and children find local solutions to nonacademic problems interfering with student learning, providing support to public schools with at least 20 percent of their students qualifying for school lunch assistance (though anyone may participate). After a decade of steady expansion, 710 centers served 1,088 schools in 2000-01. The centers had broad-based support in their communities and among policymakers. This report examines factors that played a role in that success. Section 1 describes what Family Resource and Youth Service Centers are, examining care components (e.g., preschool, child care, home visits, food, parent education, and referrals to health and social services). Section 2 examines how centers improve student performance, discussing improvements noted by teachers in participating students' academic performance and class behavior. Section 3 presents lessons for other states (e.g., the younger the child, the easier it is to change negative learning behaviors, and reaching as much of the target population as quickly as possible without sacrificing too much quality is important). Section 4 examines the few other states with family resource centers. (SM)

ED 461 710   UD 034 726

Angrist, Joshua D.; Bettinger, Eric; Bloom, Erik; King, Elizabeth; Kremer, Michael
Vouchers for Private Schooling in Colombia: Evidence from a Randomized Natural Experiment. NBER Working Paper Series.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Attainment; *Educational Vouchers; Expenditure per Student; Foreign Countries; Outcomes of Education; Poverty; *Private Schools; School Choice; Secondary Education
IDENTIFIERS- *Colombia

By Your Own Design: A Teacher's Professional Learning Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 102p.; Theme issue. Published quarterly. Accompanying CD-ROM not available from ERIC. CD-ROM is a joint project of the Eisenhower National Clearinghouse and the National Staff Development Council.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; *Internet; Mathematics Teachers; *Professional Development; Science Instruction; *Student Centered Curriculum; *Teacher Education

This magazine is published for classroom innovators. The content of this issue includes: (1) "Who's the Learner in Learner-Centered?" (Gay Gordon); (2) "The Product of a Perfect Partnership" (Tracy Crow); (3) "E-Learning Potential" (Joan Richardson); (4) "A Review of 'Evaluating Professional Development'" (Gay Gordon); (5) "Dreaming All That We Might Realize" (Dennis Sparks); (6) "Taking on Loneliness" (Rick DuFour); (7) "Learning To Use Data to Get Results" (Pat Barron, Cathy Behrends, and Jennifer Feeney); (8) "Even Better Than Face-to-Face?" (Judy Spicer); (9) "Creating Happy Memories" (Denise Jarrett Weeks); (10) "Just Because It's Online Doesn't Mean It's Learner-Centered!" (Ann-Claire Anderson); (11) "Home-Grown Professional Learning" (Ronald Havlice); (12) "Writing for Professional Journals" (Pamela Galus); (13) "Exploring the Unknown--Together" (Marianne B. Barnes, Patty Crews, Rosanne Curry, and Jackie Simms); (14) "Online Professional Development To Support Curriculum Implementation" (Wendy Gulley, Paul Hickman, and Stephanie Feger); (15) "Developing Professional Developers" (Margaret Bondorew and Kathleen S. Coleman); (16) "Teachers Becoming Self-Directed Learners: A Work in Progress" (Jane Horwitz and Bonnie Hallam); (17) "The Glenn Commission and Professional Development" (Paul Kimmelman); (18) "From a Science Teacher's Perspective: Working with Scientists Makes All the Difference" (Jan L. French); (19) "From a Math Teacher's Perspective: Take Ownership of Your Professional Learning" (Jaclyn Snyder); (20) "Listening to Teachers" (Leslie Sears Gordon); (21) "Student Work around the World" (Erma Anderson); and (22) "Resources for Designing Your Own Professional Learning" (Carol Damian and Terese Herrera). Includes a CD-ROM entitled "By Your Own Design" to help build a personal professional learning guide. (YDS)

ED 461 518 SE 065 664

Evans, Norma
Inquiry-Based Professional Development: Letting Questions Direct Teachers' Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 13p.; Theme issue. Prepared by the Pacific Mathematics and Science Regional Consortium: An Eisenhower Consortium and Project DELTA: A National Science Foundation Program at the Pacific Resources for Education and Learning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inquiry; Learning Processes; Mathematics

Turkovich, Marilyn; Hollick, Julian Crandall
Passages to India: Guide to Using the Audio and Print Programs.
Curriculum Book and Audiotape .
SPONS. AGENCY- National Endowment for the Humanities (NFAH),
Washington, DC.; Rockefeller Foundation, New York, NY.;
Massachusetts Council on the Arts and Humanities, Boston.
PUB DATE- 91
NOTE- 104p.; Alternate title is "Introduction to India."
Accompanying audiotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052),Non-print
Media (100)
DESCRIPTORS- Area Studies; *Asian Studies; Developing Nations;
Ethnic Groups; Foreign Countries; *Geography; *Global
Education; High Schools; Middle Schools; *Multicultural
Education; Social Studies; Teaching Guides; *World Geography
IDENTIFIERS- *India

This curriculum packet is based on a National Public Radio series of 10 one-hour programs produced in India between 1986 and 1989. The tape cassette is designed to introduce middle and high school students to the people and land of India. The three programs on the tape include: (1) "Listening to India," which exposes the listener to the sound of everyday Indian life; (2) "On the Shore of Vast Humanity," which presents the diversity of land, religion, and language through poetry and song; and (3) "Beneath the Surface," which offers conversations with six Indian teenagers about their values and life goals. The booklet provides individual lessons to help students understand the complexity of India, its expansive topography, and the diversity of its people. (Contains 17 references.) (EH)

ED 461 542 SO 028 123

Africa Today: A Reproducible Atlas. 1996 Revised Edition. World
Eagle's Today Series.
PUB DATE- 96
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052),Reference
Materials - Geographic Materials (133)
DESCRIPTORS- *African Studies; *Atlases; Demography; Developing
Nations; Economic Development; Elementary Secondary Education;
Foreign Countries; *Geography; Map Skills; *Maps; Social
Studies; *World Geography
IDENTIFIERS- *Africa

This book contains blank outline maps of the continent or region, tables, and graphics depicting various aspects of Africa. Sections of the book include: (1) "Same Scale Maps, Silhouettes, Distances, Area"; (2) "Population"; (3) "Demographics, Education, Ethnic, Religion, Health"; (4) "Climate, Land, Agriculture"; (5) "Resources, Production, Commodities, Communications"; (6) "Economic, GDP, Import, Export, Labor, Energy, Trade"; (7) "Environment"; (8) "Territorial Disputes, Government, Military, International Organizations"; and (9) "Individual Country Maps." (EH)

ED 461 543 SO 028 124

Asia & Oceania Today: A Reproducible Atlas. 1995 Revised Edition.
World Eagle's Today Series.

frameworks consist of goals in each of these subjects and are developed for K-2, 3-5, 6-8, and 9-12 grade levels along with suggested objectives. Significant differences in this updated version include: (1) a strong emphasis on communicating, reading, writing, and, where plausible, mathematics throughout each arts curriculum; (2) integration of learning among the four arts area and among other subject areas; (3) emphasis on critical and creative thinking; (4) greater focus on knowing about, understanding, and appreciating a variety of world cultures and historic periods; (5) ability to use knowledge, skills, and processes learned in the arts and apply them to other disciplines and to life beyond school; and (6) where appropriate in some arts areas, concepts such as conflict resolution, teamwork, sensibility to and tolerance of others and their views, heightened perceptual awareness, synthesis of ideas to arrive at a logical deduction, and work force preparedness are dealt with as integral aspects of study. (EH)

ED 461 564 SO 029 053

McRae, Lee, Ed.
Bringing History Alive in the Classroom!
PUB DATE- 96
NOTE- 41p.; Published annually. Volume 1 was entitled "Bringing History Alive in the Classroom with Music, Dance & Literature." Some text and figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; High Schools; *History Instruction; *Music; *Music Education; Social Studies; United States History; World History

This document consists of the first four issues of a serial publication, "Bringing History Alive in the Classroom!" The volumes focus on: (1) "A Sampling of Renaissance Instruments," which includes: information on Christopher Columbus, Leondardo da Vinci, and William Shakespeare, a timeline from the middle ages through the renaissance, Queen Elizabeth I, and renaissance recipes; (2) music and curriculum aids for the medieval, renaissance, baroque, and classical, and early American periods; (3) music relating to "All Hallow's Eve"; and (4) "Early American History & Music Resources for Teachers." Each issue contains teaching suggestions and ideas, resource materials, and visual aids. The materials are geared toward middle- and high-school students but could be adapted for other levels to supplement instruction. (EH)

ED 461 565 SO 029 097

Stahl, Robert J.
Liberty! The American Revolution. Education Kit.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Arthur Vining Davis Foundations, Jacksonville, FL.
PUB DATE- 97
NOTE- 476p.; Index prepared by Osterman Associates, Newton, MA. Accompanying videotapes not available from ERIC. Posters contain cropped images. Produced in association with Middlemarch Films. Also funded by Norwest Corporation and Eberly Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Progressive Education; *Public Schools; School Segregation; *Superintendents; Theory Practice Relationship
IDENTIFIERS- *Springfield Public Schools MO

This paper focuses on Springfield (Missouri) public schools and the superintendency of Harry P. Study, a progressive educator who advocated "education for a democratic community" during the 1920s in a city and state that held conservative values and beliefs. Noting that Study was a cosmopolitan and experienced educator, the paper examines his struggle with the philosophy of the Springfield schools which had two dominant and conflicting purposes for schooling: education for democratic citizenship and vocationalism, especially "life-adjustment" education. The paper has three purposes that provide direction for the scope of this work: (1) to describe the translation of progressive educational theory into school practices; (2) to analyze the interplay between a very conservative school community and a liberal, progressive school superintendent; and (3) to examine the democratic education programs initiated in Springfield from 1924 to 1952, with particular attention to the ambiguities in the existence of racially segregated schools within a system devoted to democratic education. (Contains 81 footnotes.) (BT)

ED 461 588 SO 030 786

Fine Arts Unit (Integrates with Culture, Drama, French, Geography, German, Japanese, Language, Music, Spanish, and Visual Arts).
SPONS. AGENCY- Illinois State Board of Education, Springfield. Div. of Secondary Education.
PUB DATE- 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Education; Cultural Activities; *Cultural Enrichment; Curriculum Design; Curriculum Development; Elementary Secondary Education; *Fine Arts; Foreign Countries; French; Geography; German; Integrated Activities; *Interdisciplinary Approach; Japanese; *Second Languages; Social Studies; Spanish
IDENTIFIERS- France; Germany; Illinois; Japan; Mexico

This packet was developed to demonstrate for Illinois educators the integration of fine arts with foreign languages and social studies. The model may be adapted for use by instructors of a variety of language, social studies, and fine arts courses. Following a descriptive overview of the fine arts, the packet includes: (1) "Introductory Lessons"; (2) "Unit of Study: Geography"; and (3) "Unit of Study: Culture of the Region." A resource section provides lists of books, music, and visuals and arts supply companies. Appendices include French, German, Japanese, and Spanish language information. (MM)

ED 461 589 SO 030 812

Smith, KC, Ed.
Florida Folk Festival: Asian and Pacific Island Traditions in Florida. Resource Materials for Teachers.
PUB DATE- 98
NOTE- 21p.; Prepared by the Florida Heritage Education Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

print and photographs. The lesson provides historical background about the Lewis and Clark Expedition and presents seven diverse teaching activities for the teacher to implement in the classroom, such as having students do research from print and online sources and having them read relevant books or journals. (Contains a written document analysis worksheet and a photograph analysis worksheet.) (BT)

ED 461 610 SO 033 582

Kelly, Kerry C.

Anti-Railroad Propaganda Poster: The Growth of Regionalism, 1800-1860. The Constitution Community: Expansion and Reform (1801-1861).

PUB DATE- 00

NOTE- 9p.; For related lesson plans, see SO 033 572-575 and SO 033 581. Figure may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; American Dream; *Geographic Regions; *Government Role; Primary Sources; *Propaganda; *Regional Attitudes; Secondary Education; Social Studies; *United States History

IDENTIFIERS- National Civics and Government Standards; National History Standards; Regionalism

The U.S. has always had regional differences. Today the regions may be difficult to distinguish, but from 1800 to 1860, those lines clearly existed. While each region, North, South, and West, remained dedicated to the American Dream, each attempted to reach the dream in significantly different ways. This lesson, which revolves around an 1839 anti-railroad poster circulated in Philadelphia, Pennsylvania, relates to the struggle to define the powers of the national and state governments. The lesson can be examined along with Article I, Section 8, on the powers of Congress and Article IV on states' rights. It correlates to the National History Standards and to the National Standards for Civics and Government. The lesson provides one primary source document, the anti-railroad poster, and the historical background on the gradual growth of U.S. regionalism. It presents diverse teaching activities, such as brainstorming, document analysis, research and discussion on propaganda, a geography exercise, role play, research and application on sectionalism, and predicting outcomes. (Contains a poster analysis worksheet.) (BT)

ED 461 611 SO 033 621

Johnson, Carol; Vanneman, Alan

Student Jobs and Volunteer Service.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

DESCRIPTORS- *Citizenship Education; *Civics; Educational Assessment; Educational Research; Evaluation Methods; Grade 12; High Schools; *National Competency Tests; National Surveys; Social Studies; Standardized Tests; Student Evaluation; Tables (Data); *Volunteers

IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) 1998

(Contains 11 references.) (SM)

ED 461 630 SP 040 200

Koppich, Julia E.; Holmes, Patricia; Plecki, Margaret L.
New Rules, New Roles? The Professional Work Lives of Charter School Teachers. A Preliminary Study.
PUB DATE- 98
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Charter Schools; Elementary Secondary Education; State Legislation; Teacher Associations; Teacher Attitudes; Teacher Characteristics; *Teacher Role; *Teaching Conditions; Unions

This study examines the teaching conditions of educators working in charter schools, exploring the involvement of teachers' unions and associations. Data came from a literature review, a teacher survey, and five case studies in various types of charter schools. Results from the literature review indicate that: state charter statutes are significant, charter schools serve diverse populations, students and parents are pleased with charter schools, teachers are satisfied with their work environment, and unions are not particularly present. Survey results indicate that: charter school teachers are demographically like public school teachers, most teachers work in charter schools to be free to teach as they wish, salaries and benefits are not major issues to these teachers, and most teachers see little union or association involvement in their schools. Case study data indicate that charter schools believe their independence is key to their success, and teachers are not very involved in high levels of decision making. Recommendations include continuing to track emerging differences between new startup and conversion charters and reviewing more intensively charter schools managed by for-profit organizations. Four appendixes present study methodology, survey questions and results, state charter school legislation, and case study interview protocols. (Contains 27 references.) (SM)

ED 461 631 SP 040 450

Johnson, Elaine B.
Contextual Teaching and Learning: What It Is and Why It's Here To Stay.
PUB DATE- 02
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Cooperative Learning; Creative Thinking; Critical Thinking; Elementary Secondary Education; Higher Education; Performance Based Assessment; Portfolio Assessment; *Relevance (Education); Teacher Responsibility; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Contextual Learning; *Contextualized Instruction; Meaningfulness; Nurturance; Self Regulated Learning

This book for teachers and administrators demonstrates how implementing contextual teaching and learning (CTL) at all levels can change students' lives and help them realize their

Magliaro, Susan G.; Dika, Sandra L.; Greene, H. Carol; Lubbs, Gresilda T.
Preparing Tomorrow's Leaders through the Redesign of Professional Preparation Practices.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Cooperative Planning; Elementary Secondary Education; *Faculty Development; Higher Education; *Instructional Leadership; Leaders; *Leadership Training; Lifelong Learning; Preservice Teacher Education; Problem Solving; Teamwork

This paper describes an experimental course that modeled a teamed approach in preparing future school leaders centered on teacher professional development. Participants included representatives from the key stakeholder groups in teacher professional development (beginning and experienced teachers, future teacher educators, and future administrators). The course engaged participants in modeling the collaborative problem solving that is evident in schools which function as true learning organizations. Data collection included field notes, wall charts, and daily discussion from the course. The paper describes course design and history; articulates processes used to facilitate class planning and problem solving discussions; presents the group's ideas for redesigning professional development practices for teachers; and summarizes the implications of this kind of experience for improving preparation and professional development programs for teachers and administrators. Results of the study suggest that administrators cannot assume student teachers receive all the information necessary to teach, and lifelong learning is essential for teachers to remain vital and effective across their careers. Administrators are critical catalysts in ensuring a rich learning environment for teachers in the schools. Effective education must occur in an environment based on mutual trust, respect, and sense of community. (Contains 30 references.) (SM)

ED 461 652 SP 040 497

Young, Barbara N.; Milligan, Barbara; Snead, Donald
Jewels of Wisdom: A Study of Perceptions of Discipline of Middle School Teachers, High School Teachers, Student Teachers, and Undergraduate Education Majors Enrolled in Classroom Management Course (YOED 4000).
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Degrees (Academic); Democratic Values; *Discipline; High Schools; Higher Education; Middle School Teachers; Middle Schools; Preservice Teacher Education; Secondary School Teachers; Sex Differences; *Student Teacher Attitudes; Student Teachers; Teaching Experience

ED 461 672 TM 033 657

Cordogan, Steve
A Four-Year Contrast between High School Students in Interdisciplinary and Discipline-Based Curriculum Programs: Behavioral and Academic Implications.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For the report on the first 3 years of the study, see ED 442 816.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance; Disadvantaged Youth; *High School Students; High Schools; *Instructional Effectiveness; *Interdisciplinary Approach; Program Effectiveness; Program Evaluation; *Student Attitudes; Suburban Schools; Teacher Attitudes

A suburban Chicago, Illinois, high school administrator and several of her family members initiated an interdisciplinary curriculum in the mid-1990s. As the program grew, she began a systematic study to evaluate its impact on student learning and behavior and on teacher attitudes. A subsequent research partnership with the Illinois Mathematics and Science Academy resulted in a 4-year study tracking the first graduating class of students educated under the program and contrasting them with students in the school's discipline-based program. The study focused on members of the class of 2000, tracking academic performance measures, such as grade point average and standardized test scores, and behavioral measures, such as attendance, tardiness, and days suspended. Data were gathered for 161 discipline-based and 247 interdisciplinary students. After adjusting for racioethnic and gender differences, students in the interdisciplinary program demonstrated more positive behaviors than the discipline-based students, as indicated by consistently lower absence rates and generally lower suspension rates. Academic performance indicators also favored the interdisciplinary students, and there was no indication of a "dumbing-down" of interdisciplinary content. Freshman year scores on the Iowa Test of Educational Development were equal or higher, and interdisciplinary students consistently had higher grade point averages. ACT college admissions test scores were also higher for interdisciplinary students. The attrition rate was lower for the interdisciplinary program, and students and teachers expressed positive feelings about the program. (SLD)

ED 461 673 TM 033 659

Hammann, Lynne A.; Garrett-Ingram, Connie
Development of the Comprehensive Learning and Study Strategies Questionnaire (CLASS-Q).
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *College Students; Evaluation Methods; Higher Education; *Learning Strategies; *Metacognition

visibility. Eight of the programs focused on curricular reform and topics included: (1) Core Knowledge; (2) Different Ways of Knowing; (3) Foxfire; (4) Higher Order Thinking Skills; (5) the National Writing Project; (6) Paideia; (7) Reading Recovery; and (8) Success for All. The other four programs (Accelerated Schools, the Coalition of Essential Schools, Community for Learning, and School Development) were comprehensive models focusing on improving student learning in all subject areas. The programs are distinctive, but share the intention to increase learning through research-based practices. Researchers identified 54 practices among the 12 programs, and considered 26 practices strongly research-based. The programs have a variety of pre-implementation preparations and implementation requirements, and they vary in the amount of time and costs required for implementation. There is a great deal of information about many aspects of these programs, but there is a relative lack of information about their effects on achievement. (Contains 3 tables and 15 references.) (SLD)

ED 461 691 UD 032 394

Patrikakou, Eva; Weissberg, Roger; Hancock, Mary; Rubenstein, Michelle; Zeisz, Jennifer
Positive Communication between Parents and Teachers and Report Card Sharing: How To Get the Most out of Parent-Teacher Meetings and Building Healthy Homework Habits. Partnerships: A Guide for Parents, Nos. 100-102 and Partnerships: A Guide for Teachers, Nos. 103-105.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication (Thought Transfer); Elementary Secondary Education; Parent Child Relationship; Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Partnerships in Education

One of the key goals of the Laboratory for Student Success (LSS) is to encourage school, family, and community partnerships to improve the academic performance and socioemotional development of children and youth. Teachers face the challenge of educating an increasingly diverse student population which is growing up in varied home environments. Families and schools are both active participants in the education of children and youth. Parents/guardians and teachers need to collaborate to improve student achievement and school performance. Family members and educators each have a distinctive yet interrelated role to play, and each has an important voice to be heard. This document contains five Partnership series "brochures" aimed at teachers and parents and focus on increasing the chances of academic success and healthy development of children and youth. (AA)

ED 461 692 UD 032 396

Finn, Jeremy D.
Course Taking in High School: Is Opportunity Equal? Spotlight on Student Success.
SPONS. AGENCY- Office of Educational Research and Improvement

This paper examines the impact of Colombia's Programa de Ampliacion de Cobertura de la Educacion Secundaria (PACES), which provided over 125,000 poor students with private secondary school vouchers, many of which were awarded by lottery. Researchers surveyed lottery winners and losers to compare educational and other outcomes. Results showed no significant enrollment differences between winners and losers 3 years after application, with most students in both groups still in school. Lottery winners were 15 percentage points more likely to attend private than public schools. They had completed an additional .1 years of school and were 10 percentage points more likely to have completed 8th grade, primarily because they repeated fewer grades. Winners scored .2 standard deviations higher on standardized tests. PACES did not affect dropout rates significantly. Lottery winners were less likely to be married and cohabiting and worked about 1.2 fewer hours per week than losers. They increased their educational expenditure by about 70 percent of the value of the voucher. The voucher program increased annual government educational expenditure by $24 per winner, but costs were probably much less than increases in the winners' earnings due to greater educational attainment. (Contains 10 tables and 43 references.) (SM)

ED 461 711 UD 034 727

Eastwood, Robert; Lipton, Michael
Rural-Urban Dimensions of Inequality Change. Working Papers.
SPONS. AGENCY- Swedish International Development Cooperation Authority, Stockholm.
PUB DATE- 00
NOTE- 75p.; Prepared within Project on Rising Income Inequality and Poverty Reduction: Are They Compatible? Sponsored by UNU/WIDER and United Nations Development Programme (UNDP).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Educational Opportunities; Equal Education; *Health Conditions; Population Trends; Poverty; Rural Areas; *Rural Urban Differences; *Socioeconomic Status; Urban Areas; Urbanization
IDENTIFIERS- Access to Health Care; *Income Disparities; Urban Bias

This study reviews evidence that overall within-country inequality, although showing no trends from 1960-80, increased after 1980-85, focusing on developing and transitional countries. It explores trends in rural-urban, intrarural, and intraurban inequality of income, poverty risk, health, and education, and the offsetting trends in inequality hypothesis (OTI). OTI claims that underlying the overall inequality trend has been a tendency for rising intrasectoral inequality to be offset by falling rural-urban inequality. Analysis of the limited available data indicate that there is no such pattern. Different regions and countries experienced different, though substantial, trends and timings of change in different types of rural-urban inequality. For example, rural-urban gaps in mean consumption and poverty incidence have narrowed in Africa and widened in Asia, but they show no global trend, usually moving in the same direction as overall inequality. Such change can be explained in part by two demographic forces affecting almost all developing countries since the 1950s, but at different times and speeds (demographic transition and urbanization). The finding of rising rural-urban odds ratios in education (and to some extent in health) indicators appears to indicate rising

Activities; Mathematics Instruction; *Mathematics Teachers; Science Education; Standards; *Teacher Education

The feature article of this newsletter issue describes a course designed for the professional development of math teachers that uses inquiry-based classroom learning and presents articles on inquiry-based science and mathematics teaching. Other articles include: (1) "An Inquiry-Based Mathematics Classroom" (Lesley Lee); (2) "Teaching Science as Inquiry" (Donald B. Young); (3) "Learning about the Environment in American Samoa" (Donna L. Tiapula); (4) "More Teachers in American Samoa Join the GLOBE Program" (Elise Leroux); (5) "Project DELTA Holds Third Regional Institute" (A.J. Sandy Dawson); (6) "PREL/ENC Pacific Access Centers for Mathematics and Science Educators" (Alice Borja); (7) "The Pacific Consortium Welcomes the New PEIRS"; (8) "Mathematical Challenges" (A.J. Sandy Dawson); and (9) "PRISM Science: An Inquiry-Based Institute for Science Educators" (Elise Leroux). Solutions/Answers for "Mathematical Challenges" are included. (YDS)

ED 461 519 SE 065 665

Underwood, Jeremy M.; Edwards, Bruce H.
How Do Calculators Calculate Trigonometric Functions?
PUB DATE- 97
NOTE- 9p.; Several pages contain cropped text.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Graphing Calculators; Higher Education; *Mathematics Education; Secondary Education; Trigonometry

How does your calculator quickly produce values of trigonometric functions? You might be surprised to learn that it does not use series or polynomial approximations, but rather the so-called CORDIC method. This paper will focus on the geometry of the CORDIC method, as originally developed by Volder in 1959. This algorithm is a wonderful application of sequences and will be demonstrated on the TI-86 graphing calculator. A rigorous convergence proof for the CORDIC method is also provided. (Author/YDS)

ED 461 520 SE 065 667

Pathfinder Teaching and Learning Units.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Department of the Interior, Washington, DC.; National Oceanic and Atmospheric Administration (DOC), Rockville, MD. National Sea Grant Program.; Office of Naval Research, Arlington, VA.; University of Southern Mississippi, Hattiesburg.
PUB DATE- 00
NOTE- 61p.; For full text: http://www.prel.org/products/ms/pathfinder.pdf.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Elementary Education; *Instructional Materials; *Marine Biology; Middle Schools; Oceanography; Pacific Americans; *Physical Geography; *Science Activities; Science Instruction; Water; Water Pollution; Wind (Meteorology)
IDENTIFIERS- Hawaii

PUB DATE- 95
NOTE- 371p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Geographic Materials (133)
DESCRIPTORS- *Asian Studies; *Atlases; Demography; Developing Nations; Economic Development; Elementary Secondary Education; Foreign Countries; *Geography; Map Skills; *Maps; Social Studies; *World Geography
IDENTIFIERS- *Asia; *Oceania

This book contains blank outline maps of the continent or region, tables, and graphics depicting various aspects of Asia and Oceania. Sections of the book include: (1) "The Land and Population Figures"; (2) "Cities and Countries"; (3) "People: Languages, Literacy, Ethnic groups, Demographic Statistics and Projections, Population Age, Women"; (4) "Resources, Agriculture, Land Use Products, Trade, Energy"; (5) "Aspects of the National Governments, Overviews of National Economies, Current Territorial Disputes, Steel, Automobiles, Oil, Electricity"; (6) "Former Soviet Union/Russia"; and (7) "Individual Country Maps." (EH)

ED 461 544 SO 028 276

Luce, Ann Campbell
Look and Do Ancient Greece. Teacher's Manual: Primary Program, Greek Art & Architecture and Workbook: The Art and Architecture of Ancient Greece and K-4 Videotape. History through Art and Architecture.
PUB DATE- 87
NOTE- 46p.; For Ancient Egypt version, see SO 028 278. Accompanying poster and 21-minute videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; *Architectural Education; *Architecture; Art Education; *Art History; Elementary Education; Foreign Countries; Greek Civilization; Instructional Materials; *Sculpture; *Social Studies; Structural Elements (Construction); Teaching Guides; Visual Arts
IDENTIFIERS- *Greece

This resource, containing a teacher's manual, reproducible student workbook, and a color teaching poster, is designed to accompany a 21-minute videotape program, but may be adapted for independent use. Part 1 of the program, "Greek Architecture," looks at elements of architectural construction as applied to Greek structures, and demonstrates Greek column styles. Part 2, "Greek Sculpture," discusses 3-dimensional design and stylized decoration. Several exemplars of Greek sculpture are shown. The Teacher's Manual includes a list of slides and gives strategies for using the video tape program in the classroom. The student workbook includes worksheets requiring written and/or drawn responses, an illustrated dictionary of Greek deities, and a student quiz. The poster depicts an illustrated time chart, maps of Greece and Alexander's Empire, 323 B.C., large diagrams of the Acropolis, the Parthenon ground plan, and column orders. (MM)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Colonial History (United States); Elementary Secondary Education; Instructional Materials; Political Attitudes; *Revolutionary War (United States); Social Studies; Teaching Guides; United States History
IDENTIFIERS- Public Broadcasting Service

This series covers the birth of the American republic, from the first rumblings of rebellion against Britain through the long Revolutionary War and the creation of the Constitution. By defeating the British Army and creating a nation based upon popular sovereignty, Americans open up an entirely new set of political possibilities for mankind. This deluxe teaching edition comes with the complete series on six tapes especially formatted for the classroom use and a curriculum kit. The curriculum kit contains the 80-page teacher's guide, a guide to resources to show students where they can go for even more information, or resource packet that includes 70 reproducible primary source documents with activities for students, a set of comprehensive chronology and timeline posters tracing more than 100 critical events of the American Revolution, and video segment index. (AA)

ED 461 566 SO 029 171

Profiles of Freedom: A Living Bill of Rights. Videotape .
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 0p.; Videotape is accompanied by a Teacher's Guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Class Activities; *Constitutional History; *Constitutional Law; Discussion (Teaching Technique); *Freedom of Speech; *Political Science; Secondary Education; Social Studies; Videotape Recordings
IDENTIFIERS- *Bill of Rights; Religious Freedom; Supreme Court; *United States Constitution

In 1791, the United States Constitution was amended, in what became known as the Bill of Rights. The 4 landmark Supreme Court cases highlighted in this 28-minute videotape will help students discover how the actions of one individual can affect the rights of every United States citizen. The video includes stories of how ordinary citizens took steps to make the Bill of Rights come alive. The stories delve into court cases involving the First Amendment's protections of freedom of speech and religion, and the Fifth Amendment's prohibition of self incrimination. The video should help students realize that the actions and beliefs of ordinary citizens help enforce the Bill of Rights, how Supreme Court decisions in four cases extended rights to all citizens, the difficulties that citizens may encounter when standing up for their rights, and informed opinions about individual rights as expressed in the Bill of Rights. (BT)

ED 461 567 SO 029 300

The West: Curriculum Package.
PUB DATE- 96
NOTE- 105p.; The audiotape, video index, and position components of this curriculum package are not included with ERIC's copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Americans; *Cultural Enrichment; Educational Games; Elementary Secondary Education; *Ethnic Groups; *Folk Culture; Foreign Countries; *Multicultural Education; *Pacific Americans; Social Studies; State History
IDENTIFIERS- Asia; Florida; Pacific Islands

This information and activity booklet discusses the Florida Folk Festival, a celebration that offers students and teachers an opportunity to hear music, taste foods, see folk art demonstrations, observe dance, and listen to stories that celebrate Florida's cultural and ethnic legacies. The booklet offers resources for learning about Florida heritage, multiculturalism, and the richness of folk traditions. Information about the Folklife Area, Kids' Place, Seminole Indian Family Camp, and the Apprenticeship Area are included in the booklet. In addition, the booklet reflects the festival theme, Asian and Pacific Island Folklife in Florida, through an array of demonstrations and performances. The booklet also includes a classroom activity to help students prepare for the Festival; a second classroom activity regarding living traditions; and multicultural games from Japan, the Philippines, Indonesia, Korea, China, and India. (BT)

ED 461 590 SO 030 874

Aitken, Lynette
Refugees in Today's Europe. Videotape .
SPONS. AGENCY- Help the Aged Education Dept., London (England).; Oxfam, Oxford (England). Education Dept.; Save the Children, London (England).; Commission of the European Communities, Brussels (Belgium).; Norwegian Agency for Development Cooperation, Oslo.
PUB DATE- 92
NOTE- 0p.; Also sponsored by Humanitas Northern Foods and the W.F. Southall Trust. Based on "The Dispossessed" series co-produced by Yorkshire Television and the International Broadcasting Trust for Channel Four, sponsored by (in addition to the sponsors already named): the Baring Foundation; British Red Cross; Catholic Agency for Overseas Development; Christian Aid; Ministry of Foreign Affairs of Finland's Department for the International Development Cooperation, formerly known as Finnida; League of the Red Cross and Red Crescent Societies, Ockenden Venture, and Refugee Council. Action Video Pack directed and edited by Claire Fisher. Support material written by Jill Rutte. Videotape is accompanied 3
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Adult Education; *Civil Liberties; Current Events; *European History; Foreign Countries; *Modern History; *Refugees; Secondary Education; Social Studies; Videotape Recordings
IDENTIFIERS- Europe

There are approximately 18 million refugees as well as many millions more who have been uprooted from their homes. This 25-minute video is primarily for 14-18 year olds. It is designed to suit the needs of teachers of history, geography, sociology, integrated humanities, English, and modern studies, but it may also be used in adult education classes, particularly for the teaching of English for Speakers of Other Languages (ESOL). The video prepares young people to live in a multi-racial and multicultural society. The students explore concepts such as

Civics Assessment found that 12th-graders who participated in volunteer service had higher scores than those who did not. Furthermore, 12th-graders who worked 6 to 15 hours a week had higher scores than those who either worked longer hours or did not work at all. (Contains two tables and Web sites for further information.) (MR)

ED 461 612 SP 037 338

Hankes, Judith Elaine
Reflecting on the History, Ethics, and Application of Teacher Reflection.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; Elementary Secondary Education; Ethics; *Professional Development; *Reflective Teaching; Self Evaluation (Individuals); *Teacher Improvement; *Teacher Role
IDENTIFIERS- *Teacher Thinking

Three social factors are related to the evolution of the discourse on teacher reflection: the role of educational researchers and teacher educators; the social and economic crisis and its impact on education; and the shift from behaviorism to cognitivism. By relating the discourse of teacher change through reflection to these social factors, it becomes apparent that telling teachers how and what to teach and asking them to reflect on their beliefs and practices serves the same social purpose: to produce effective teachers for effective schools for an effective society. Such requests for reflective practice become subtly regulating. Using a post-structuralist approach, four traditions of teacher reflection are defined and analyzed: an academic tradition, a social efficiency tradition, a developmentalist tradition, and a social reconstructionist tradition. A fifth tradition, the generic, advocates reflection in general, without defining the desired focus or outcome. For each of the first four traditions of teacher reflection identified, an example of staff development is described and criticized. A sample lesson and guidelines for peer coaching are appended. (Contains 51 references.) (JLS)

ED 461 613 SP 037 535

Kovaleski, Joseph F., Ed.
The Instructional Support Team (IST) Overview. Trainer's Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 125p.; For related IST documents, see SP 037 536-545.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Change; Elementary Education; Faculty Development; *Inservice Teacher Education; *Instructional Improvement; Models; Partnerships in Education; Special Education; *Special Needs Students; State Programs; State Standards; Student Evaluation; *Team Training; Teamwork; Tutors
IDENTIFIERS- *Instructional Support; Pennsylvania

This introduction to and overview of the series of training modules was developed to assist school personnel in implementing the Instructional Support Team (IST) process.

full potential and achieve academic excellence. CTL is based on the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experience. The book explains the eight components of the CTL system. Eight chapters focus on: (1) "Why Contextual Teaching and Learning?"; (2) "A Definition: Why CTL Works"; (3) "Making Connections To Find Meaning"; (4) "Self-Regulated Learning and Collaboration"; (5) "Critical and Creative Thinking"; (6) "No One Is Ordinary: Nurturing the Individual"; (7) "Reaching High Standards and Using Authentic Assessment"; and (8) "CTL: A Pathway to Excellence for Everyone." (Contains 148 references.) (SM)

ED 461 632 SP 040 452

Casabona, Patrick; Shoaf, Victoria
Recognizing Revenue under SAB 101: A Case Study Approach.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Interactive Teaching Across Disciplines and Cultures Conference (Lund, Sweden, June 17-20, 2001). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; *Income; Teaching Methods
IDENTIFIERS- Securities and Exchange Commission

The primary cause of enforcement proceedings by the Securities Exchange Commission against U.S. businesses resulted from inappropriate revenue recognition procedures used to inflate income. The concern with revenue recognition improprieties led the SEC to issue Staff Accounting Bulletin No. 101 (SAB 101) in 1999 to clarify existing Generally Accepted Accounting Principles related to revenue recognition. Because of many questions regarding the appropriate application of SAB 101, the SEC published further guidance in the form of a Frequently Asked Questions and Answers (FAQ) document. This paper presents a methodology for teaching some of the most important requirements in SAB 101. The methodology uses questions and answers to introduce the main concepts and principles included in SAB 101 and case study problems to explain the major requirements in SAB 101 and how they are applied in practice. It focuses on key provisions for recognizing revenue under SAB 101, revenue recognition topics covered in SAB 101, and frequently asked questions related to persuasive evidence of an arrangement, delivery and performance, fixed or determinable sales prices, and income statement presentation (gross versus net presentation of revenue in the income statement). An appendix presents six case studies on revenue recognition criteria in SAB 101 and solutions to each case. (SM)

ED 461 633 SP 040 456

Youth, AIDS, and HIV: Resources for Educators, Policymakers, and Parents, 2001-02.
PUB DATE- 01
NOTE- 44p.; "A directory of selected national, state, and local resources and an annotated resource listing of audiovisual, print, and software materials for AIDS education and HIV Prevention." Revised Seventh Printing.
LANGUAGE- English

IDENTIFIERS- Autocracy

This study examined the perceptions of discipline held by practicing middle school and high school teachers, student teachers, and undergraduate education majors enrolled in a classroom management course. The study compared respondents' perceptions according to status, gender, years of experience, degree, and subject. Results showed significant gender differences in perception of discipline on the autocratic scale. Males had more autocratic perceptions than females. Student teachers had the strongest perceptions of discipline as being democratic, and high school teachers perceived discipline as being the least democratic. There were no significant differences between the degree subgroups with regard to autocratic perception of discipline, though differences existed between degree subgroups with regard to democratic perceptions of discipline. There were no significant differences between years of experience and perception of discipline or between subject area and perception of discipline. Three status subgroups exhibited significant differences in their responses to democratic discipline. Less experienced student teachers and undergraduate students indicated more democratic perceptions of discipline compared to high school teachers. The survey is appended. (SM)

ED 461 653 SP 040 498

Trenta, Louis; Beebe, Robert; Cosiano, Patrick; Eastridge, Harry
Administrator Entry Year Programming: A Cross Institutional Pilot Program--Process, Program Descriptions, and Lessons Learned.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Mentors; *Principals
IDENTIFIERS- *Beginning Administrators; Ohio

This paper reviews processes used to develop a cross institutional, pilot administrator entry year program which provided leadership and learning support for beginning principals, assisted in further development of Ohio's administrative portfolio, provided a collaborative learning community, and created a statewide learning community to help reshape the principal's role. The program relied on the cluster as the level in which to develop mentor-mentee relationships, professional networking, and a portfolio for submission to the Educational Testing Service. First-year program evaluation examined the views of the Coordinating Committee, facilitators, mentors, and mentees about the program and investigated how major program components compared with independent standards for those type of components and examined program value as a means for beginning principals to fulfill requirements for the 5-year license, develop portfolios for assessment, and develop support programs for professional growth and development. Second-year evaluation investigated and identified seven significant program components and functions. Most mentors and mentees stayed with the program through its duration, which indicated perceived program value and success. The Coordinating Committee maintained collegial relationships between the Northeast Ohio graduate programs that prepared educational administrators. It also grew over the term of the pilot.

This study investigated the development of the Comprehensive Learning and Study Strategies Questionnaire (CLASS-Q), which was designed to assess students' strategy beliefs and use in the context of an academic course. The CLASS-Q, which is administered within 24 to 48 hours of a course examination, consists of 3 parts, given in this order: a set of open-ended questions, a set of general statements about strategy beliefs and practices, and a section of 3 presentations of 23 strategies each for students to rate the usefulness of "in general," "in this course," and "their actual use to prepare for the course test." Participants were 51 college students. Findings indicate that when students responded to open-ended questions, they reported using their texts and notes most often and for test preparation. Students' responses to the general statements of strategy use and beliefs indicated metacognitive awareness of choosing and evaluating strategies. Finally, students' responses to the conditions indicated that although they may consider a strategy useful in general and in that course, they may have chosen not to use it for preparing for the examination. (Contains 11 references.) (Author/SLD)

ED 461 674 TM 033 660

Kawulich, Barbara B.
The Realities of Fieldwork.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the University of Georgia's Qualitative Interest Group (14th, Athens, GA, January 12-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnography; *Experience; *Field Studies; Qualitative Research; *Research Methodology; Research Problems; *Researchers

This paper presents some insights about the rigors of ethnographic fieldwork gained in the conduct of an ethnographic study of the Muscogee people of Oklahoma (called "Creek" by European settlers). The difficulties and issues discussed include: (1) gaining entry; (2) selection of key informants; (3) ways informants tested the investigator; (4) glitches in the use of technology; (5) mistakes in interacting with an unfamiliar culture; (5) the realities of living in a motel; (6) data coding and analysis in the field; and (7) what it was like to be an outsider. (Contains 17 references.) (SLD)

ED 461 675 TM 033 661

Edlger, Marlow
Evaluation of the Community School Concept.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Schools; Elementary Secondary Education; Participation; *School Community Relationship
IDENTIFIERS- Dewey (Evelyn); Dewey (John)

This paper explores the concept of the community school. A community school emphasizes wholehearted involvement by all living in the designated community area. The Porter Rural

(ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; College Bound Students; *Core Curriculum; *Course Selection (Students); *Disadvantaged Youth; *Equal Education; Graduation Requirements; *High School Students; High Schools; Required Courses; *Track System (Education); Urban Youth
IDENTIFIERS- Gatekeeper Role

This analysis focuses on school offerings and practices that limit or increase the course work taken by particular groups of students. The National Commission on Excellence in Education has recommended minimal requirements for high school graduation consisting of 4 years of English, 3 years of mathematics, science, and social studies, and one-half year of computer science. Two years of foreign language were recommended for college-bound students. Nevertheless, in spite of unambiguous findings about the relationship of course taking to academic achievement, many schools still do not require the recommended amount of course work. The dynamics underlying students' choices are complex, reflecting personal preferences and contextual factors. Some courses play special roles as gatekeepers. A good example is eighth-grade algebra. Taking algebra in eighth grade easily allows a full mathematics curriculum in high school. Advanced courses and gatekeeper courses are not equally available in all schools or to all students. As the proportion of low-income and minority students in school increases, the relative proportion of college-preparatory and advanced course sections decreases. Even a school with extensive course offerings may engage in practices that deny access to some groups of students. No practice distinguishes the opportunities available to groups of students as effectively as the creation of academic tracks. Requirements ensure engagement in basic course work for most or all students, while advanced offerings make it possible for students to attain excellence. Unfortunately, tracking can subvert the goals of these practices by creating groups of students for whom exposure to academic course work is minimal. (SLD)

ED 461 693   UD 032 398

Finn, Jeremy D.
Class Size: What Does Research Tell Us? Spotlight on Student Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Class Size; Disadvantaged Youth; *Educational Research; Elementary Secondary Education; *High Risk Students; *Small Classes; *Teacher Student Ratio; Urban Schools; Urban Youth
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

This report summarizes the findings of some recent pivotal studies of class size, especially as they relate to students at risk. Of particular note is a large-scale study of class size, which was designed to test the conclusions of G. Glass and M.

urban bias. (Contains 64 references.) (SM)

ED 461 712 UD 034 728

Salisbury, Jane, Ed.; Riddell, Sheila, Ed.
Gender, Policy and Educational Change: Shifting Agendas in the UK and Europe.
PUB DATE- 00
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Civil Rights; *Educational Change; Educational Discrimination; *Educational Policy; Elementary Secondary Education; *Equal Education; Females; Foreign Countries; *Gender Issues; Governance; Liberalism; National Curriculum; Postsecondary Education; Preservice Teacher Education; Principals; Racial Discrimination; School Choice; *Sex Differences; Special Education; Special Needs Students; Test Bias; Women Faculty; *Womens Education
IDENTIFIERS- Europe; United Kingdom

This book contains 16 papers in four parts. After an introduction, "Educational Reforms and Equal Educational Opportunities Programmes" (Sheila Riddell and Jane Salisbury), Part 1, "Gender and Educational Reforms: The U.K. and European Context," includes: (1) "Gender Equality and Schooling, Education Policy-Making and Feminist Research in England and Wales in the 1990s" (Miriam David, Gaby Weiner, and Madeline Arnot); (2) "Equal Opportunities and Educational Reform in Scotland: The Limits of Liberalism" (Sheila Riddell); (3) "Beyond One Border: Educational Reforms and Gender Equality in Welsh Schools" (Jane Salisbury); (4) "Gender, Educational Reform and Equality in Northern Ireland" (Anthony M. Gallagher, Robert J. Cormack, and Robert D. Osborne); and (5) "Mainstreaming European 'Equal Opportunities': Marginalising U.K. Training for Women" (Jacky Brine). Part 2, "Structures and Processes in Schools and Classrooms," includes: (6) "Gender and National Curricula" (Linda Croxford); (7) "Equity, Assessment and Gender" (Patricia Murphy); (8) "Gender in the Classrooms of More and Less 'Effective' Schools" (Jill Duffield); and (9) "All Change, No Change: Gendered Regimes in the Post-Sixteen Setting" (Sheila MacRae and Meg Maguire). Part 3, "Delegation and the New Managerialism," includes: (10) "Gendered Governance: Education Reform and Lay Involvement in the Local Management of Schools" (Rosemary Deem); (11) "Women Head Teachers in Northern Ireland" (Teresa Rees, Philip Heaton, and Lyn McBriar); and (12) "Teacher Education Policy and Gender" (Pat Mahony). Part 4, "Groups at the Margin," includes: (13) "Gender Equality, the 'Learning Society' Policies and Community Education" (Lyn Tett); (14) "Gender and Exclusion from School" (Gwynedd Lloyd); (15) "Caring, Consuming and Choosing: Parental Choice Policy for Mothers of Children with Special Educational Needs" (Heather Wilkinson); and (16) "Class, Race and Collective Action" (Carol Vincent and Simon Warren). (Papers contain references.) (SM)

This collection of teaching units were selected from materials developed during the Operation Pathfinder Institutes (OPI) which took place in the Pacific region between 1994 and 1999. The institutes were intended to provide upper elementary and middle school science teachers with an opportunity to develop a deeper understanding of the marine environment and to develop strategies for effectively utilizing the oceans and coastal environment as a teaching tool. The institutes were built around six major themes: (1) physical processes that shape our island coasts; (2) habitats; (3) plate tectonics; (4) deep ocean resources; (5) marine pollution; and (6) living marine resources of the Pacific islands. The materials were built around the Pacific Standards for Excellence in Science and include the following units: (1) "A Field Trip to Nan Madol" (Don Young and others); (2) "Organisms Around Our Island" (Maske Jim and others); (3) "The Island's Freshwater and Ecology" (Antero Latorres and Martin Weirlangt); (4) "Our Coral Reef" (Martin Weirlangt); (5) "Components of Pacific Sand" (Curriculum Research Group, University of Hawaii at Manoa); ; and (6) "Fish as a Marine Resource" (Jesus Sonsong and others). Each unit includes a context, a list of standards addresses, a driving question teaching guidelines, and a series of tasks. Each task contains sections on science as inquiry, habits of mind, connections, the designed world, and human society. (Contains 10 references.) (MM)

ED 461 521 SE 065 668

Cuff, Kevin
Plate Tectonics: The Way the Earth Works. Teacher's Guide. LHS GEMS.
PUB DATE- 02
NOTE- 220p.; Written with Ian Carmichael and Carolyn Willard. For grades 6-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Intermediate Grades; Junior High Schools; *Plate Tectonics; *Science Activities; Science Education; *Science Process Skills; *Volcanoes

This teacher guide presents a unit on plate tectonics and introduces hands-on activities for students in grades 6-8. In each unit, students act as real scientists and gather evidence by using science process skills such as observing, graphing, analyzing data, designing and making models, visualizing, communicating, theorizing, and drawing conclusions. The units presented in this guide meet the National Science Education Standards as well as state frameworks and district guidelines. There are seven sessions focusing on different concepts in the guide. Sessions include: (1) "Geologic Time and Processes That Form the Earth's Crust"; (2) "Field Work of California"; (3) "Investigating Viscosity and Volcanic Rocks"; (4) "Field Work in Hawaii"; (5) "Field Work in Japan"; (6) "Field Work in Nepal"; and (7) "Field Work in Iceland". (YDS)

ED 461 522 SE 065 685

Brekke, Stewart E.
Physics Problem Solving Research Using Protocols.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 461 545 SO 028 278

Luce, Ann Campbell

Look and Do Ancient Egypt. Teacher's Manual: Primary Program, Ancient Egypt Art & Architecture and Workbook: The Art and Architecture of Ancient Egypt and K-4 Videotape. History through Art and Architecture.

PUB DATE- 88

NOTE- 45p.; For Ancient Greece version, see SO 028 276. Accompanying poster and 34-minute videotape not available from ERIC.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Ancient History; *Architecture; Art Activities; Art Education; *Art History; Death; Elementary Education; Foreign Countries; Government (Administrative Body); Instructional Materials; Mythology; *Sculpture; *Social Studies; Teaching Guides; Videotape Recordings; Visual Arts

IDENTIFIERS- *Egypt; Hieroglyphics; Mummies; *Pyramids

This resource contains a teaching manual, reproducible student workbook, and color teaching poster, which were designed to accompany a 2-part, 34-minute videotape, but may be adapted for independent use. Part 1 of the program, "The Old Kingdom," explains Egyptian beliefs concerning life after death as evidenced in art, architecture and the mummification process. Part 2, "The New Kingdom," presents the stories of Queen Hatshepsut, Pharaoh Tuthmoosis III, and Pharaoh Ramesses II as deciphered through art, architecture and hieroglyphics. The Teacher's Manual gives strategies for using the videotape and student workbook. A timeline of ancient Egypt and a list of filmstrip frames is provided. The student workbook includes worksheets requiring written and/or drawn responses, simplified explanations of the videotape program information, an illustrated iconography of Egyptian deities, and student quizzes. The poster presents a cross section of the Great Pyramid, diagrams of various Egyptian architectural sites, a map, timeline, and an illustrated iconography. (MM)

ED 461 546 SO 028 376

Belanus, Betty J.

Class of 2000: The Prejudice Puzzle SM . A Teachers' Guide. A Presentation of National Public Radio R Specials Project.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.; National Education Association, Washington, DC.

PUB DATE- 90

NOTE- 50p.; Print copy no longer available from publisher. Accompanying cassette tapes not available from ERIC. Also funded by Phillipps Murray Foundation.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Attitudes; *Bias; *Conflict Resolution; Cultural Awareness; Diversity (Student); Elementary Secondary Education; *Interviews; Multicultural Education; *Social Bias; *Student Attitudes; Teaching Guides

IDENTIFIERS- National Public Radio

This teachers' guide accompanies a series of reports from National Public Radio's "Class of 2000: The Prejudice Puzzle,"

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- American Indian Culture; *American Indian History; Multicultural Education; *North American History; Oral History; Primary Sources; Relocation; Secondary Education; Social History; Social Studies; Teaching Guides; War
IDENTIFIERS- Mormons; *United States (West)

This document consists of the printed components only of a PBS curriculum package intended to be used with the 9-videotape PBS documentary series entitled "The West." The complete curriculum package includes a teacher's guide, lesson plans, a student guide, audio tapes, a video index, and promotional poster. The teacher's guide and lesson plans introduce the video series and provide objectives, video questions, and activity suggestions. The student guide has hands on activities that encourage students to act as historians and filmmakers and encourages them to tell a historical story of the West through film. Audio tapes share interviews with producer Ken Burns, series producer/director Steven Ives, and series co-writer Dayton Duncan. The video index comprises two indices--a subject index and an alphabetical index. Finally, a promotional poster shows the cast of Buffalo Bill's original 1885 Wild West Show. (RJC)

ED 461 568 SO 029 315

Gamble, Harriet; Gamble, David
Clay Animation: An Interdisciplinary Lesson. AMACO R Lesson.
PUB DATE- 95
NOTE- 6p.; Figures in photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animation; *Art; *Art Education; Art Materials; Art Products; *Clay; Elementary Secondary Education; Film Production; Interdisciplinary Approach; Visual Arts

This lesson incorporates art, academic curriculum, developmental skills, and multi-media technology, and is appropriate for all grade levels. Students become involved in all aspects of this lesson and will understand and appreciate the complexities of clay animation when viewing movies and videos that employ this process. A brief description of the animation process is provided, along with samples and examples to show how the completed work will appear. Step-by-step instructions are included, along with a glossary of terms, lesson goals and objectives, background and preparation information, supply and equipment list, alternative suggestions, and additional ideas. (EH)

ED 461 569 SO 029 316

Gamble, Harriet; Gamble, David
Creating Cast Paper Sculpture: A Simple Lesson in Papermaking and Moldmaking. AMACO R Lesson.
PUB DATE- 95
NOTE- 6p.; Figures in photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

human rights, justice, fairness, fear, safety, leaving home, and being a newcomer. It enables students to find out more about current issues such as refugees. (BT)

ED 461 591 SO 030 952

Beane, James A.
Curriculum Integration: Designing the Core of Democratic Education.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; *Educational Change; Elementary Secondary Education; Holistic Approach; *Integrated Curriculum; Student Centered Curriculum; Student Interests

This book defines curriculum integration as a curriculum design concerned with enhancing the possibilities for personal and social integration through the organization of curriculum, based on significant problems and issues without regard for subject-area boundaries. It provides a historical and theoretical basis for curriculum integration and illustrates how to apply curriculum integration in a classroom setting. The volume highlights barriers to implementing curriculum integration inside the classroom and at the school level. It examines the academic, political, and cultural resistance to curriculum integration and how curriculum integration differs from the standardization movement. The book concludes with a look at the current state of curriculum integration. (Contains 217 references.) (DJ)

ED 461 592 SO 031 546

Kiesner, Elaine
Where's My Dot? Kindergarten Activity. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geography Instruction; Kindergarten; *Language Arts; *Locational Skills (Social Studies); Primary Education; *Social Studies
IDENTIFIERS- California (San Bernardino County)

In this kindergarten unit, students learn to name and talk about their address. The purpose of the lesson is to meet requirement K.4 of the California History Social Science Standards, to guide young children as they become aware of themselves in relation to the earth upon which they live, to develop a story which focuses the student's learning, and to learn to recite one's address. Language Arts Standards fulfilled are: (2.2) using pictures and context to make predictions about story content; (2.3) connecting to life experiences the information and events in text; (2.4) retelling familiar stories; and (2.5) asking and answering questions about essential elements of a text. Students gather information from books, videos, and the Internet about geography and talk to family members about their

Although each module covers a specific aspect of training, each is interconnected and dependent upon an understanding of the purposes behind IST and the way the IST process functions. The manual is in four parts. Part 1, "Understanding the Instructional Support Team Process," focuses on IST training objectives, general and specific purposes of IST, degree of need, fading out IST services, and key personnel. Part 2, "Understanding How the IST Process Functions," looks at phases of the IST process including hypothesis forming, verifying, outcomes, and documentation. Part 3 covers "How IST Functions for Students with Disabilities." Part 4, "The Use of Coaching and Guided Practice in Instructional Support Training," explores goals and effectiveness of staff development and the definition and value of coaching. The specific objective of each part is outlined, along with activities and key points; overheads are used to illustrate the process. Each part includes references and support materials. The final section provides masters for all the overheads used in the training manual. (ND)

ED 461 614   SP 037 536

Kovaleski, Joseph F.
The Instructional Support Team (IST) Basic Information Booklet.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 94
NOTE- 35p.; For related IST documents, see SP 037 535-545.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Education; Grade Repetition; Inclusive Schools; *Instructional Improvement; Models; *Partnerships in Education; Special Education; *Special Needs Students; State Programs; State Standards; Student Evaluation; Team Training; *Teamwork
IDENTIFIERS- *Instructional Support; Pennsylvania

The Instructional Support Team (IST) Project of Pennsylvania identifies effective instructional approaches for students prior to referral for special education and helps support students with disabilities in regular classroom environments. Pennsylvania State Special Education Regulations and Standards require the IST process in schools that have grades K-6; all 501 school districts are expected to have IST in place by the 1997-98 school year. The IST program has been successful in decreasing the need for special education for students in the regular classroom; 1992-93 data revealed that schools using IST referred up to 46 percent fewer students for evaluation for special education than schools that had not yet undertaken the process. Schools using the IST process have also seen the number of students retained in grade reduced by as much as 272 percent. Finally, studies have demonstrated that schools with high levels of implementation produced better results for students' learning than schools with low levels of implementation. A brochure describing the IST program and five information sheets on special education placements, student retention, inclusion, essential school services, and staff development are included. (Contains 23 references.) (ND)

ED 461 615   SP 037 537

Kovaleski, Joseph F., Ed.
IST (The Instructional Support Team) Team Training. Trainer's Manual.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; Elementary Secondary Education; Health Promotion; *Sex Education; Sexuality
IDENTIFIERS- Risk Reduction; *Sexually Transmitted Diseases

This document provides information about technical assistance and educational materials that can guide the development, implementation, and evaluation of human immunodeficiency virus (HIV) and other sexually transmitted infection (STI) prevention education for school-age youth. It also presents resources that can increase the awareness of those infected and affected by acquired immune deficiency syndrome (AIDS) and HIV. The document offers a resource directory, review criteria for HIV/AIDS instructional resources, and annotated resources (curriculum; audiovisuals; books, journals, reports, and articles; guides; booklets; and other). Because the Centers for Disease Control and Prevention and the Wisconsin Department of Public Instruction (DPI) believe that parents, communities, and schools must promote the message that refraining from sexual intercourse and substance use is the most effective prevention strategy, the annotated resources include entries that provide messages related to risk reduction. Because the DPI promotes an integrated approach to youth risk behavior prevention programming, the list includes resources on issues related to HIV/AIDS. Together, this information provides the contacts and foundation for families, communities, and schools to fight the spread of HIV/AIDS and STI. Two appendixes present the HIV/AIDS review panel 2000-01 and resources organized by audience. (SM)

ED 461 634 SP 040 463

Wiseman, Dennis G.; Hunt, Gilbert H.
Best Practice in Motivation and Management in the Classroom.
PUB DATE- 01
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Behavior Problems; Behavior Theories; Case Studies; Classroom Environment; *Classroom Techniques; Diversity (Student); Drug Abuse; Elementary Secondary Education; Expulsion; Incentives; School Uniforms; Self Motivation; Special Needs Students; Stress Variables; Student Behavior; *Student Motivation; Teacher Effectiveness; Teaching Skills; Violence; Zero Tolerance Policy
IDENTIFIERS- Student Engagement

This book is designed to help teachers become more knowledgeable, skilled, and effective in their work, explaining the importance of understanding students' interests, learning styles, and backgrounds in order to meet their unique needs and describing why having the ability to manage the learning environment, motivate students, and teach is itself motivating. Seven chapters include: (1) "Motivation and Management: Two Sides to the Same Coin" (e.g., best practice in motivation and management and teachers as motivators and managers); (2) "Understanding Motivation and Motivating Environments" (e.g., intrinsic and extrinsic motivation and factors affecting student motivation); (3) "Creating a Managed Environment: Models and Theories of Management" (e.g., theories by Kounin, Dreikurs, Glasser, Ginott, Jones, Gordon, Canter and Canter, (Contains 17 references.) (SM)

ED 461 654 SP 040 499

Trenta, Louis; Covrig, Duane
Northeast Ohio Principals Academy Pilot Entry Year Program (Year II) Evaluation Report.
PUB DATE- 01
NOTE- 86p.; For the first year report, see SP 040 475.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Principals; Program Evaluation
IDENTIFIERS- *Beginning Administrators; Ohio

This evaluation examined the workability of the Northeast Ohio Principals Academy as a whole and developed recommendations concerning the organization, components, and procedures of an entry year program for new principals. The report describes the pilot entry year and examines key questions used to focus the evaluation and information identified as necessary to respond to those questions. It also describes the evaluation plan and procedures used in gathering and analyzing information related to the focus question. After summarizing the data collected, the report presents recommendations. Results suggest that success of the academy is due in part to the diverse coalition of participants, the creation of facilitator positions to keep the program on task, and the development of both general and local meetings and good attendance at those meetings. Seven appendixes, which comprise the bulk of the document, include: Ohio Administrative Codes 3301-24-02 and 3301-24-04; the evaluation plan; evaluation as of December 2000; survey on aspects of the program, distributed February 2001; summation of evaluative responses to the February survey; table notes from the round robin sessions, April 2001; and strengths, weaknesses, and recommendations from the 2000 evaluation report. (SM)

ED 461 655 SP 040 515

Bales, Barbara L.
Strange Bedfellows? Title I Funding, Alternative Teacher Certification Programs, and State Teacher Standards.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Alternative Teacher Certification; Disadvantaged Youth; Educational Finance; Elementary Secondary Education; Financial Support; Higher Education; Low Achievement; Pedagogical Content Knowledge; Poverty; Preservice Teacher Education; *State Standards; *Teacher Competencies; *Teacher Qualifications
IDENTIFIERS- Elementary Secondary Education Act Title I; Teacher Knowledge

This paper discusses the need to build instructional capacity in high poverty, low performing schools using Title I funding and integrate the corresponding federal policy requirements with

School, Missouri, established by Marie Turner Harvey with the help of Evelyn Dewey and her father John Dewey, was an outstanding example of the community school concept during the 1910s and 1920s. This small Missouri school was recognized throughout the United States for the community school principles espoused by John Dewey, many of which survive today. In developing a community school, participants in the school district must be willing to give of their talents and time to improve the social environment for all the community's inhabitants. The school is to attend to the needs of the whole community, and the curriculum should reflect what is important in society, especially the importance of problem solving. The community school functions as a place for active doing or working rather than a place of sedentary listening. (Contains 10 references.) (SLD)

ED 461 676 UD 031 664

Indicators of Welfare Dependence and Well-Being. Interim Report to Congress.
PUB DATE- 96
NOTE- 277p.; Developed in consultation with the U.S. Department of Agriculture and with assistance by the Social Security Administration. Greg Duncan and Leslie Moscow of the Northwestern University/University of Chicago Joint Center for Poverty Research gathered data and assisted in drafting and producing this report.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Data Collection; Economically Disadvantaged; *Evaluation Methods; Federal Government; Government Role; Housing; Labor Force; Low Income Groups; Training; Urban Areas; *Welfare Recipients; Welfare Services; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; *Dependency (Economics); Food Stamp Program; *Indicators; Self Sufficiency; Supplemental Security Income Program

This report presents preliminary recommendations for indicators and predictors of dependence on income from means-tested assistance programs, such as Aid to Families with Dependent Children, Food Stamps, and Supplemental Security Income. It includes an assessment of the ability of existing data collection efforts to provide the data needed to report annually on the recommended indicators. Dependence is considered along a continuum from complete long-term dependence to total self-sufficiency, and the depth of dependence is explored through indicators of the duration of welfare receipt, the ratio of earnings to total income received from welfare, and the degree of participation in the labor force and training programs. As measures of well-being, indicators include health, education, poverty and income, and housing conditions. At the writing of this report, states were just beginning to implement the Personal Responsibility and Work Opportunity Reconciliation Act (August 1996). For this reason, suggestions about the data needed for annual reports on indicators and predictors are only suggestions. The report recommends two types of indicators of dependence, those for self-sufficiency and family conditions, and others for child achievement, health, and well-being. To assure a complete and reliable assessment of dependence and well-being, it is recommended that indicators: (1) assess a broad array of outcomes, behaviors, and processes; (2) vary by age; (3) have the same meaning over time; (4) assess dispersion, duration, and risk; (5) include disaggregated data

Smith (1978) and G. Robinson (1990) about the advantages of small class size. This study, Project Student-Teacher Achievement Ratio (Project STAR) was conducted in Tennessee beginning in 1985. Project STAR was a controlled scientific experiment that studied a large number of teachers (over 300 each year) and a large number of students (more than 10,000 in all) over 4 years. Both norm-referenced and curriculum-referenced tests were administered each year. Because of the tight experimental control of Project STAR and the magnitude of the study, educations can be confident of certain principles: (1) small classes (17 pupils or fewer) are more effective academically than larger classes (22 and above) in the primary grades in all subject areas; (2) the advantage of small classes is greater for minority students and students in inner-city schools than for white students; and (3) the advantage of small classes can probably be attributed to the fact that students are more actively engaged in learning compared to their peers in larger classes. Even these strong findings do not fully resolve questions of the cost effectiveness of small classes. In addition, there is still not enough information to tell whether small classes might be especially advantageous if the teachers received special training to take advantage of small class size. There is little information to tell whether small classes could be especially beneficial when used in conjunction with other compensatory or accelerated programs. Current research does not tell much about the effects of small class size in middle school or high school. (Contains 13 references.) (SLD)

ED 461 694   UD 032 399

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.
What Helps Students Learn? Spotlight on Student Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; Adapted from M. C. Wang, G. D. Haertel, and H. J. Walberg, "Synthesis of Research: What Helps Students Learn?," Educational Leadership, December 1993/January 1994, 74-79.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Characteristics; Educational Policy; Educational Research; Elementary Secondary Education; Family Characteristics; *Influences; Institutional Characteristics; *Learning; *Performance Factors; Program Descriptions; School Based Management; *Student Characteristics; Synthesis; Teaching Methods

A knowledge base on influences on student learning is emerging from a study that analyzed the contents of 179 handbook chapters and reviews, compiled 91 research syntheses, and surveyed 61 educational researchers. This analysis presents results of the research by using a 28-category conceptual framework based on models of schooling that influenced learning. To better indicate the influences that were important, the 28 categories are grouped into 6 broad types of influences: (1) student characteristics; (2) classroom instruction and climate; (3) home, peer, and community context; (4) program design; (5) school organization; and (6) state and district characteristics. All 28 categories are listed, and an average score is been derived for each to indicate its importance. In general, direct influences were found to have a greater impact on learning than indirect influences. Direct influences include such things as the amount of time a teacher

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Higher Education; *Physics; *Problem Solving; *Protocol Analysis; Science Education; Secondary Education

This paper presents an overview of research on physics problem solving using verbal protocols. It asserts that the understanding of physics problem solving strategies enables researchers to write computer programs, which can automatically solve physics problems without the users having to be experts in physics. This, in turn, can generate more effective teaching methods for physics courses because such programs can be the basis for computer-assisted instruction, or CAI. This type of instruction combined with the program could answer questions about solving various physics problems and could also have the ability to analyze where the student went wrong in his or her solution(s). It is for reasons such as these that it is important to enhance the amount of research going into physics problem solving strategies. (Contains 12 references.) (YDS)

ED 461 523 SO 025 493

Quigley, Charles N.; Branson, Margaret S.; Craig, Elaine
Issues Concerning a National Assessment of Civics. National Assessment of Educational Progress (NAEP).
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; *Educational Assessment; Educational Planning; Educational Research; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; Grade 12; Grade 4; Grade 8; *Law Related Education; *National Competency Tests; Social Studies
IDENTIFIERS- *National Assessment of Educational Progress

Viewed as a first step in the development of a consensus framework for the 1998 National Assessment of Educational Progress (NAEP) in civic education, this paper focuses on the major questions that should be considered in designing a civics assessment. The paper aims to bring major questions of designing a civic education assessment tool to the attention of educators, policymakers, researchers, and the public so that they can discuss the issues and contribute to the development of the NAEP framework in civics. The framework will develop recommendations for civics knowledge for students in grades 4, 8, and 12 should know and be able to do in the area of civics. The issues identified in the paper range from an analysis of the evidence that a civics assessment is necessary to the design of the NAEP instrument. The paper concludes with a 56-item reference list. (TSV)

ED 461 524 SO 025 768

The Rights of the Child Set: Topic Books for 8-13 Year-Olds.
PUB DATE- 93
NOTE- 284p.; Produced in collaboration with Oxford Development Education Unit.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

which was broadcast on September 9-15, 1990. The series explores the impact of prejudice on the lives of young people through several interviews from a diverse student population. The guide includes synopses of the National Public Radio (NPR) reports, discussion questions for use with each report, and learning activities for students based on the reports. Section 2 summarizes recent prejudice reduction research. Sections 3, 4 and 5 present story discussions, classroom, and out-of-classroom activities to explore students' attitudes toward themselves and each other. Exercises for elementary, junior high/middle, and high school students are discussed separately. The appendix lists readings, both fiction and nonfiction, for juveniles, young adults, and adults on a range of prejudice-related topics. (EH)

ED 461 547 SO 028 445

Workers in an Integrating World. World Development Report, 1995. Executive Summary.
PUB DATE- 95
NOTE- 27p.; Some charts and graphs may not reproduce well. Full report published by Oxford University Press.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demography; *Developing Nations; Economic Factors; Foreign Countries; Foreign Policy; *Futures (Of Society); Global Education; *Human Capital; Immigrants; *Immigration; International Relations; Migration Patterns; Multicultural Education; Population Trends; *Public Policy; Trend Analysis

This executive summary examines the rapid changes occurring in economic markets and employment around the world. The report concludes that problems of low incomes, poor working conditions, and insecurity affecting many of the world's workers can be tackled effectively in ways that reduce poverty and regional inequality. Sound domestic policy and a supportive international environment will be necessary to reach those goals. This summary is divided into an overview and a highlights section. Numerous charts and graphs present the statistical information. (EH)

ED 461 548 SO 028 448

Sheram, Katherine
Teaching Guide for "The Environmental Data Book: A Guide to Statistics on the Environment and Development."
PUB DATE- 93
NOTE- 57p.; For "The Environmental Data Book", see ED 361 223. Some text may not reproduce well. Edited by Kathryn Kline Dahl.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Demography; *Developing Nations; Economic Factors; Economics; *Environmental Education; Foreign Countries; Futures (Of Society); *Living Standards; *Quality of Life; Secondary Education; Social Characteristics; *Social Indicators; Social Studies; Sociocultural Patterns; Socioeconomic Influences; Statistical Data; Teaching Guides; Trend Analysis; Water Pollution

This teaching guide accompanies "The Environmental Data Book," published by the World Bank. Environmental and development statistics are presented for discussion and analysis.

DESCRIPTORS- *Art; *Art Education; Art Materials; Art Products; Clay; Elementary Secondary Education; *Paper (Material); *Sculpture; Visual Arts

This lesson combines two significant art forms into one lesson. Students first learn the techniques necessary to create a relief sculpture terra cotta clay mold. Using that mold, students will experience the art of paper making and paper casting simply, safely, and economically. A brief history of the art of paper making is provided, along with samples and examples to show how the completed work will appear. Step-by-step instructions are included, along with a glossary of terms, lesson goals and objectives, background and preparation information, supply and equipment list, alternative suggestions, and additional ideas. (EH)

ED 461 570 SO 029 503

Reinke, Robert; McGuire, Margit; Reinke, Diane Wilcox
The International News Journal, Inc.: Teacher Resource Manual and Student Activities. Second Edition. Exploring the Marketplace Series.
PUB DATE- 92
NOTE- 282p.; Edited by June V. Gilliard.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; *Economics; *Economics Education; Elementary Education; Instructional Materials; Middle Schools; Social Studies

This teacher resource manual and student activities economics education unit provides students with the opportunity to use economic content and related skills as they learn about the U.S. economic system and its relationship to the world economy. The lessons link to economic content and other subject areas traditionally taught in grades 5, 6, and 7. Lessons are designed to help students form a classroom corporation that produces and market a news journal on trade relationships between the U.S. and selected countries in Europe, Asia, Africa, and Latin America. This teacher resource manual offers: (1) an overview of The International News Journal, Inc.; (2) 34 detailed and sequentially arranged lessons, including end-of-unit review and an essay exam; (3) glossary of economic terms; (4) sample articles and informational items for use with the media; and (5) a list of Joint Council affiliates. Economics concepts focused on in the lessons include: (1) scarcity; (2) opportunity cost and trade-offs; (3) productivity; (4) economic institutions and incentives; (5) exchange, money, and interdependence; (6) markets and prices; and (7) supply and demand. All support materials for the teacher resource manual are included in this text. The focus of the lessons in the student activity book include the following: (1) scarcity; (2) opportunity cost and trade-offs; (3) productivity; (4) economic institutions and incentives; (5) exchange, money, and interdependence; (6) markets and prices; and (7) supply and demand. (EH)

ED 461 571 SO 029 517

Morris, Richard; Corbishley, Mike
Churches, Cathedrals, and Chapels: A Teacher's Guide. Education on Site.

home. After gathering the information, students create pictures that represent their address and talk to their classmates about what makes their address unique. (DJ)

ED 461 593 SO 032 126

Life on the Oregon Trail.
PUB DATE- 98
NOTE- 17p.; Published three times a year as a supplement to the NCSS journal.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- African Culture; Built Environment; *Child Labor; Childrens Literature; Diaries; *Folk Culture; Foreign Countries; *Grantsmanship; Heritage Education; Historic Sites; *Human Geography; Middle Schools; Primary Sources; Social Studies; *United States History
IDENTIFIERS- Idaho (Boise); Nigeria; Oregon Trail; Trade Books; Yoruba (Tribe)

This supplement to "Social Education" and "Social Studies & the Young Learner" seeks to support creative and rigorous social studies teaching in middle schools. The articles show how students can revisit the Oregon Trail through the diaries of children, learn about the five themes of geography (location, place, human/environment interaction, movement, and region) from a historic building, understand a world culture better through its ceremonies, and ponder the problem of child labor past and present in children's literature. There are also tips for teachers interested in applying for small grants for social studies projects. Contents include: (1) "Using Children's Diaries to Teach the Oregon Trail" (Richard M. Wyman, Jr.); (2) "Living the Geography of Joseph and Temperance Bown" (Katherine A. Young); (3) "The ABC's of Small Grant Acquisition for Social Studies Teachers" (Bruce Sliger); (4) "Isomo Loruko: The Yoruba Naming Ceremony" (Patricia Kafi; Alan Singer); and (5) "Child Laborers in Children's Literature" (Linda Leonard Lamme). (DJ)

ED 461 594 SO 033 549

Adams, Julie Wong; Rickett, Elizabeth; Porter, Priscilla
Changes--Now and Long Ago. Grade 1 Model Lesson for Standard 4. California History-Social Science Course Models.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Change; Comparative Analysis; Curriculum Based Assessment; Grade 1; *History; *History Instruction; Literacy; Primary Education; *Social Studies; *State Standards; Teacher Developed Materials; *Transportation
IDENTIFIERS- California

Chronological thinking is one of the historical and social sciences analysis skills of the California History-Social Science Standards. The study of history is the study of change. This unit addresses different types of change from "now" to "then." From the community, including types of transportation, to the school, children will learn: (1) change is continuous and always present; and (2) change affects their lives in different ways. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 94
NOTE- 100p.; For related IST documents, see SP 037 535-545. Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Inservice Teacher Education; *Instructional Improvement; Models; Partnerships in Education; Special Education; *Special Needs Students; State Programs; State Standards; Student Evaluation; *Teacher Workshops; *Team Training; *Teamwork
IDENTIFIERS- *Instructional Support; Pennsylvania

The Instructional Support Team (IST) process is an intensive building-based pre-referral intervention program using teams of teachers and other school professionals to assist elementary students experiencing difficulty in the classroom. This trainer's manual outlines a 3-day workshop for team training. The schedule for each day is provided, with a detailed breakdown and description of topics to be covered, worksheets, handouts, and support materials for each activity or section; and agenda forms for the trainer. Day one topics include goal setting, challenging paradigms, IST expectations, elements of an effective team, looking at the whole child, and buddy team activities. Day two covers demonstration of a team meeting, several case study simulations, and preparation of a vision video. Day three focuses on agenda setting, team maintenance, program development, and action planning. Masters for overhead transparencies are included. (ND)

ED 461 616 SP 037 538

Kovaleski, Joseph F., Ed.
The Instructional Support Team (IST) Collaboration. Trainer's Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 94
NOTE- 205p.; For related IST documents, see SP 037 535-545.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Cooperation; Elementary Education; Faculty Development; Parent Participation; Parent School Relationship; Partnerships in Education; *Problem Solving; Special Education; Special Needs Students; State Programs; *Teacher Collaboration; Teacher Student Relationship; *Team Training; *Teamwork
IDENTIFIERS- *Instructional Support; Pennsylvania

This trainer's manual focuses on facilitating collaboration in an educational setting. It begins with tips for trainers to involve training session participants, answer questions and respond to challenges, and evaluate their own performance, along with sample agendas and worksheets used in collaboration training. Each of the next six sections contains overhead masters, descriptions of activities, forms and worksheets, and other support materials. Section 2 provides an overview of collaboration, detailing benefits for administrators, teachers, students, and parents. Section 3 examines district/building

Skinner, Johnson and Johnson, and Kohn); (4) "Best Practice in Teaching for Best Practice in Student Motivation and Classroom Management" (e.g., relevant research); (5) "Special Problems and Concerns in Student Motivation and Classroom Management" (e.g., zero tolerance, expulsion, diversity, violence, and drug abuse); (6) "Responding to Student Motivation and Behavior Problems" (e.g., teacher reactions and proactive teachers); and (7) "Case Studies for Analysis in Student Motivation and Classroom Management" (e.g., inattention and disruptive talking). (Chapters contain references.) (SM)

ED 461 635 SP 040 475

Trenta, Louis; Covrig, Duane
Northeast Ohio Principals Academy Pilot Entry Year Program Evaluation Report.
PUB DATE- 00
NOTE- 116p.; For the Year II report, see SP 040 499.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Elementary Secondary Education; Mentors; Portfolio Assessment; *Principals; *Professional Development; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Beginning Administrators; Learning Communities; Ohio

This evaluation determined the workability of the Northeast Ohio Principals Academy Pilot Entry Year Program, noting the differential effects of its major components in developing portfolios and as a contributing factor to school improvement. The program provides leadership and support to beginning principals, provides collaborative learning communities, and assists with the development of Ohio's administrative portfolio. The program's Coordinating Committee includes active and retired public school administrators, a school superintendent, and representatives of colleges with programs to prepare educational administrators. The evaluation examined the views of Committee members, program facilitators, mentors, and mentees about the program and program effectiveness. Overall, the program was effective because of its diverse Coordinating Committee participants, use of facilitators as middle managers to keep the program on task, support for professional development, and development of general and local meetings and good meeting attendance. Eleven appendixes, which comprise the bulk of the document, include: Ohio administrative codes 3301-24-02 and 3301-24-04; evaluation plan; debriefing: general meeting, January 2000; evaluation meeting, April 2000; survey of coordinating committees, May 2000; facilitator interviews, May 2000; effective meeting features; mentor program benchmarks; participant questionnaire; questionnaire responses; and table of ranked responses and distribution charts. (SM)

ED 461 636 SP 040 476

Tittle, Carol Kehr; Flugman, Bert; Pape, Stephen J.; Saxman, Laura
Internal Evaluation of the New York Collaborative for Excellence in Teacher Preparation. Final Report.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Cooperative Planning; Curriculum

state teacher education policies to allow states and districts to develop locally designed partnerships with alternative certification agencies. It recommends building instructional capacity by allowing alternative certification programs to place certified and qualified teachers into high-poverty, low-achieving schools using Title I funding. Two interrelated strategies that alternative certification programs need for building instructional capacity in high poverty schools include cultivating programs that certify teachers' content knowledge and providing those teachers with pathways to develop the pedagogical and pedagogical content knowledge needed to improve the quality of their instruction. The paper suggests specific policy recommendations for holding alternative certification programs accountable to state performance-based teacher standards and student assessment results. Implementation issues that influence such efforts include time (quality teachers are needed immediately) and concentration of alternatively-certified teachers in already high-poverty, low-performing schools. (Contains 43 references.) (SM)

ED 461 656 SP 040 516

Fitzpatrick, Corine; Nicholson, Karen; Mucciardi, Michael; Musal, Richard
TITAN: Transforming Instruction through Technology and Networking.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Biennial Convocation of Pi Kappa Delta (43rd, Orlando, FL, November 8-10, 2001). Appended color diagrams may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Inner City; Preservice Teacher Education; Teaching Methods; Urban Schools
IDENTIFIERS- Manhattan College NY

This paper describes an effort by Manhattan College, New York, and its consortium of partners (a local school district, the Archdiocese of New York, Apple Computer, and Educational Video Conferencing) to ensure the availability of technology-proficient educators in the area's inner city schools, where the digital divide is most prominent. A TITAN (Transforming Instruction through Technology and Networking) technology grant is facilitating this effort to educate teachers for New York's inner city schools. Goals include curriculum redesign, faculty development, infrastructure development (including human resources), and dissemination. This paper focuses on: (1) curriculum redesign teams, which revised undergraduate and graduate courses to reflect technology infusion as a teaching and learning tool, developed individual technology skills, and modeled technology use in K-12 settings; (2) faculty development, which links with curriculum development; and (3) the technology support team, which is made up of students from the School of Education graduate and undergraduate programs and from the Schools of Science, Engineering, and Business. The appendix presents data on Manhattan College faculty members' technology skills and attitudes about technology, survey instruments, information on TITAN grant workshops, a general preparation performance profile, and available TITAN resources. (SM) for subgroups; and (6) measure positive and negative aspects of well-being. Five appendixes provide supplemental information on families and state trends and discuss survey methodology. (Contains 24 tables, 23 appendix tables, 59 figures, and 147 references.) (SLD)

ED 461 677   UD 031 727

Dentler, Robert A.; Hafner, Anne L.
Hosting Newcomers: Structuring Educational Opportunities for Immigrant Children. Sociology of Education Series.
PUB DATE- 97
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Ancillary School Services; Curriculum; Disadvantaged Youth; Elementary Education; Family Characteristics; *Immigrants; *Minority Groups; *Outcomes of Education; *Racial Differences; Resource Allocation; Urban Areas; Urban Education; *Urban Schools
IDENTIFIERS- Arizona; California; Nevada; Opportunity to Learn

The study described in this book was designed by the Southwest Regional Laboratory as part of a proposal to create a Metropolitan Center for the Far West Laboratory. The Center would focus on the challenges facing urban educators in its service area. Metropolitan school districts, characterized by high numbers of minority students, successfully meeting the challenges of educating vast numbers of newcomers to the United States were the focus of the study. "Hosting Newcomers" reports on the results of a comparative study of 11 elementary public school districts and 40 of their schools in the metropolitan areas of Arizona, California, and Nevada. These districts showed exceptional enrollment increases from 1980 to 1990, especially for immigrants. Three high-performing, five low-performing, and three stable districts were studied. Opportunity to learn, educational resources, curriculum and instruction, ancillary services, and achievement outcomes were stratified by race, ethnicity, language group, family composition, and income. These analyses identify some of the practices that matter the most in improving education for those recently arrived in the United States. The following chapters are included: (1) "The Challenge of Newcomers"; (2) "The Shape of the Study"; (3) "Clues to Quality: Staff, Instruction, and Programs"; (4) "Community History and Culture"; (5) "District and School Organization"; (6) "Vital Health and Human Services"; and (7) "Conclusions." An appendix presents rating scales used in the study. (Contains 3 figures, 9 tables, and 117 references.) (SLD)

ED 461 678   UD 031 730

Puente, Sylvia
Race, Ethnicity, and Working Poverty: A Statistical Analysis for Metropolitan Chicago.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 25p.; Part of the Working Poor Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

spends on a topic and the quality of the interactions teachers have with students. Indirect influences included policies adopted by a school, district, or state, and organizational features such as site-based management. (SLD)

ED 461 695 UD 032 402

Evans, William; Bechtel, David
Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; After School Programs; *Disadvantaged Youth; *Educational Research; Elementary Secondary Education; *Extended School Day; *Extended School Year; Flexible Scheduling; Synthesis; *Time Factors (Learning)

This analysis reviews the data on two types of extended school programs--those that extend the number of hours per day students spend in school, and those that extend the school year. Proponents of extending the school day or the school year frequently cite examples from outside the United States, where the average school year is often longer, and the average school day is also frequently longer. Although the news media focus on extended school time as a remedy for low educational achievement, little evidence exists to support this claim. A study by the Carnegie Corporation has indicated that students spend just under one-third of their time in school, and that they face the greatest risks and opportunities during their discretionary time. Opponents of extended day/year programs recognize the noninstructional reasons that might make longer time in school more attractive, but they also cite the bulk of research suggesting that increased time in school does not lead to greater academic achievement. Opponents of such programs also note the financial problems associated with increased schooling time. Joint programs between schools and community services present an opportunity to deal with the risks that exist for disadvantaged children without radically changing the school hours or calendar. Schools may play a coordinating or facilitating role in engaging students in a variety of after-school activities. Another option educators have considered is year-roun[illegible] schooling, a reorganization of the school year into [illegible]structional blocks, interspersed with shorter and n[illegible] vacations. Proponents of this type of program en[illegible] potential negative impact of summer vacation on studen[illegible]vement. They see alternative modes of scheduling as a way [illegible]emedy inequalities of learning opportunities. The research literature indicates that time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key. (SLD)

ED 461 696 UD 032 403

Evans, William
Can Change Happen Fast? Preliminary Findings of a Comprehensive School Reform Effort. Spotlight on Student Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Child Health; Child Responsibility; *Child Welfare; Childhood Needs; *Children; Childrens Rights; *Civil Liberties; *Civil Rights; Elementary Education
IDENTIFIERS- *UNICEF; United Nations Convention on Rights of the Child

This set of guides introduces teachers and students to the "UN Convention on the Rights of the Child." The set features a teacher's handbook and project books on participation, provision, and protection. Topic webs from these three books are used to illustrate the teaching of these materials. "Teachers' Handbook: Teaching the UN Convention on the Rights of the Child" (Second Edition) contains: (1) "Summary of the Convention on the Rights of the Child"; (2) "The Project Books"; (3) "Children's Rights in the Curriculum" (the National Curriculum, the Northern Ireland Curriculum and the Scottish Curriculum); (4) "Education for Citizenship"; (5) "Using the Convention for Whole School Policies"; (6) "Suggestions for Inset Sessions To Introduce the Convention"; (7) "An Introduction to SCF and UNICEF"; (8) "A Short History of Children's Rights"; and (9) "The Text of the Convention." Each book is "A Project To Introduce the UN Convention on the Rights of the Child to 8-13 Year-Olds." "The Whole Child (The Participation Articles)" focuses on those articles that cover the child's participation in his/her own development (rights of play, education, culture, and expression). There are seven units, as well as a topic web, an introduction, and "The Articles of the Convention." The units include: (1) "Introduction"; (2) "Identity"; (3) "Childhood"; (4) "Education"; (5) "Culture, Religion, and Language"; (6) "Play and Leisure"; and (7) "Freedom of Speech and Opinion." "It's Our Right (The Provision Articles)" focuses on care, nutritious food, clean water, and health services as the most basic rights of all. The book is divided into seven units: (1) "The Family and the State"; (2) "Parentless Children"; (3) "Children with Disabilities"; (4) "Nutritious Food"; (5) "Clean Water"; (6) "Health Care and Education"; and (7) "Standard of Living." "Keep Us Safe (The Protection Articles)" deals with protection of the child from abuse, neglect, violence, and exploitation. There are six "Units," as well as a "Topic Web," an "Introduction," and "The Articles of the Convention." The units include: (1) "Abuse, Neglect, and Exploitation"; (2) "Child Labor"; (3) "Discrimination"; (4) "Children and the Law"; (5) "Armed Conflict"; and (6) "Refugees." The books feature resource lists and world maps. (EH)

ED 461 525   SO 025 999

Visual Arts Education Reform Handbook. Suggested Policy Perspectives on Art Content and Student Learning in Art Education: Maintaining a Substantive Focus.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Art; *Art Education; Competence; Core Curriculum; *Educational Change; Educational

Indicators of environmental quality and economic development are defined with accompanying charts and maps. Activities accompany each lesson, along with a worksheet at the end of each chapter to consolidate and measure learning for that indicator. Sections of the guide include: (1) "Introduction"; (2) "Beginning Activities"; (3) "Water: Access to Safe Water"; (4) "Land: Change in Forest Area"; (5) "Air: Suspended Particulate Matter"; (6) "Atmosphere: Carbon Dioxide Emissions per Capita"; (7) "Culminating Activities"; (8) "Test"; and (9) "Outline Maps." (EH)

ED 461 549 SO 028 449

Voogt, Janna C.; Louis, Karen Seashore; van Wieringen, A. M. L.
Decentralization and Deregulation in the Netherlands: The Case of the Educational Support Services System.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, May 24-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Decentralization; Elementary Secondary Education; Foreign Countries; Higher Education; Institutional Autonomy; *Organizational Change; *School Restructuring
IDENTIFIERS- *Netherlands

This paper examines the complexity and ambiguity of policies that purport to promote deregulation and decentralization of education. The paper describes the development of decentralization/deregulation policies in the Netherlands and applies the specific dilemmas faced in the country to the unexpected difficulty in preparing and passing a parliamentary reauthorization or the national organizations that support educational research and development, local innovation, and accountability. This bill highlights the dilemmas facing countries that seek to become more "market responsive" and accountable in education by decentralizing and deregulating activities that have been previously government controlled. The data collected from interviews with key policy informants are used to argue that the alternative meanings ascribed by different actors to the term "decentralization" and "deregulation" can result in parliamentary actions that are viewed as sub-optimal by all parties. (EH)

ED 461 550 SO 028 456

Snyder, Sarah A.
Citizen Action. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.; Geraldine R. Dodge Foundation, Morristown, NJ.
PUB DATE- 94
NOTE- 36p.; For related "Teacher's Guide to World Resources" documents, see SO 028 457-466. Mary Paden was editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship; Developing Nations; Development; Foreign Countries; Futures (Of Society);

PUB DATE- 96
NOTE- 43p.; For other teacher's guides in the series, see SO 029 518-521.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Archaeology; British National Curriculum; Christianity; *Churches; Community Characteristics; Cultural Background; Cultural Education; Elementary Secondary Education; Foreign Countries; *Heritage Education; History Instruction; *Local History; Social Studies; World History
IDENTIFIERS- *England

This book aims to: (1) provide information that sets places of worship in their religious, historical and social contexts; (2) explore interdisciplinary links; and (3) offers ideas for study, projects, and follow-up work. "Church" is a word with two senses: a body of believers and a building where people worship. This book is about the buildings, but it is important for pupils to be reminded that Church members regard their buildings as expressions of living faith, not inert monuments. The chapter titles include: (1) "Definitions and Settings"; (2) "What Went On in a Church?"; (3) "When Were Churches Built?"; (4) "Under and around the Church"; (5) "Repair, Restoration, and Re-Use"; (6) "Educational Approaches"; and (7) "Churches across the Curriculum." A timeline, bibliography, and resources section complete the text. (EH)

ED 461 572 SO 029 518

Watson, Iain
Using Roman Sites: A Teacher's Guide. Education on Site.
PUB DATE- 97
NOTE- 42p.; For other teacher's guides in the series, see SO 029 517-521.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Ancient History; *Archaeology; British National Curriculum; Community Characteristics; Cultural Background; Cultural Education; Elementary Secondary Education; Foreign Countries; *Gardens; *Heritage Education; History Instruction; *Local History; Social Studies; World History
IDENTIFIERS- England; *Roman Civilization

This book is about finding the evidence to help pupils discover the Romans, especially in Britain. The Romans changed the culture and landscape of Britain and left a wide range of evidence to be investigated today. Pupils need to be presented this range of evidence and the interpretations put on them. The evidence presented is both archaeological evidence and documentary evidence. The chapter titles include: (1) "Historical Background"; (2) "Roman Sites"; (3) "Documentary Sources"; (4) "Educational Approaches"; and (5) "Roman Sites across the Curriculum." A bibliography and resources section are also part of the text. (EH)

ED 461 573 SO 029 519

Marcus, Susanna; Barker, Rosie
Using Historic Parks and Gardens: A Teachers Guide. Education on Site.
PUB DATE- 97

things stay the same. They compare and contrast everyday life in different times and places around the world. Suggested time for unit completion is 7 weeks. The lesson plan discusses the significance of the topic; gives the historical background; lists focus questions; features literacy links; covers materials needed; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. An extensive resource list is furnished for the sample topic. Appended are sample worksheets. (BT)

ED 461 595 SO 033 550

Sing, Sandi; Stewart, Linda; Roth, Patsy; Porter, Priscilla
Developing Cultural Awareness. Grade 1 Model Lesson for Standard 5. California History-Social Science Course Models.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Cultural Awareness; Curriculum Based Assessment; *Diversity (Student); Grade 1; Literacy; Primary Education; *Social Studies; *State Standards; *Student Development; Teacher Developed Materials; Units of Study
IDENTIFIERS- *California; *Cultural Universals

The students in California's classrooms live in a world of diversity. They eat unique foods, wear different types of clothes, live in different types of homes, and speak and hear many languages. This unit focuses on cultures, customs, ceremonies, traditions, foods, clothing, and shelter. These basic universal necessities of life--food, clothing, and shelter--act as a common thread weaving in and out of the stories of different cultures demonstrating that although U.S. citizens have varied backgrounds, everyone is a part of the same community sharing principles, goals, and traditions despite varied ancestry. The unit fosters an appreciation for U.S. diversity while helping students understand the interdependence that exists in this pluralistic culture; U.S. national identity, national heritage, and national creed are pluralistic and its national history is the complex story of many people and one nation, of "e pluribus unum." The suggested time for unit completion is 5 weeks. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities by dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities and extended/correlated activities. Extensive resources are listed for the sample topic and also for visual and performing arts, as well as for other topics. Appended are sample worksheets. (BT)

ED 461 596 SO 033 551

Hamilton, Mary; Wood, Suzanne; Field, Elisa; Porter, Priscilla
Expanding Children's Economic World. Grade 1 Model Lesson for Standard 6. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

planning for the Instructional Support Team (IST) program, including the roles of key personnel, identification of school resources, and ramifications. Section 4 describes the IST four-step problem-solving process, illustrated by several case studies. Section 5 looks at interactive communicative skills. Section 6 explores team practice, focusing on selection of team members, meetings, IST roles and functions, and record keeping. The final section covers team maintenance and the activities designed to promote cooperative, respectful, and effective working relationships among team members. (Contains 20 references.) (ND)

ED 461 617 SP 037 539

Kovaleski, Joseph F., Ed.; Moe, Elayne, Ed.
The Instructional Support Team (IST) Validation. Training Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 95
NOTE- 100p.; For related IST documents, see SP 037 535-545.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Guidelines; Intervention; Models; Partnerships in Education; Program Evaluation; Program Improvement; Special Education; *Special Needs Students; State Programs; Teacher Workshops; *Team Training; *Teamwork; Validated Programs
IDENTIFIERS- *Instructional Support; Pennsylvania

This workshop manual focuses on validation procedures designed to foster program improvement rather than compliance monitoring. The manual is in eight chapters. Chapter 1 looks at the elements to be evaluated--organization and management, training, student assessment, design and implementation of classroom interventions, team work, screening a referral to multidisciplinary evaluation, and outcomes--and the Guidelines for Review of Instructional Support Team (IST), 1994-95. Chapter 2 discusses scoring validations, focusing on criteria for basic features, questions and answers to guide evaluations, and a glossary of IST terms. Chapter 3 includes the guidelines for writing validation reports, official report forms, and a sample report. Chapter 4 outlines preparation of the validation study, including the chairperson s checklist and a sample schedule. Chapter 5 provides interview techniques and sample interviews. Chapter 6 provides the team meeting checklist. Chapter 7 focuses on presenting results through providing feedback and validation report procedures. The final chapter includes six appendices: (1) sample letter; (2) sample agenda; (3) simulation: interviews; (4) training cartoon; (5) guidelines for travel reimbursement; and (6) forms. (ND)

ED 461 618 SP 037 540

Kovaleski, Joseph F.
Key Elements of a Full Time Equivalent (FTE) Model of IST.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 95
NOTE- 7p.; For related IST documents, see SP 037 535-545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Development; Elementary Secondary Education; *Excellence in Education; *Faculty Development; Higher Education; Lesson Plans; Mathematics Education; Mathematics Teachers; *Peer Evaluation; *Preservice Teacher Education; Program Evaluation; Science Education; Science Teachers; Student Teachers; *Teacher Collaboration

IDENTIFIERS- New York (New York)

The New York Collaborative for Excellence in Teacher Preparation (NYCETP) is a multi-campus project designed to produce competent science and mathematics teachers. Ongoing formative evaluation included documenting NYCETP meetings and conferences, providing feedback summaries on conferences and working groups, and evaluating course conversion and course enhancement documents. The evaluation helped design activities supporting faculty development and intercampus faculty collaboration. Evaluation activities included examining a course developed by faculty on a different campus. Peer review procedures were developed for NYCETP course and curriculum materials. The peer review process included a lesson plan review form for mathematics methods courses (faculty rated preservice teachers' lesson plans). Questionnaires were developed to examine student, faculty, and administrator familiarity with NYCETP goals. A sixth-year extension involved participating in the National Science Foundation CETP Core Evaluation and Data Collection Project, summarizing NYCETP data, and planning for an integrated student database and tracking system. A 3-year evaluation proposal was developed to coordinate NYCETP data collection goals with City University of New York efforts to generate a longitudinal database for preservice teachers on all campuses, with placement and follow-up information aligned with New York and National Council for Accreditation of Teacher Education accreditation requirements. (Contains 17 references.) (SM)

ED 461 637 SP 040 477

Good, Jennifer; Weaver, Andrew

Interpreting Teachers' Stories To Inform Teacher Education Practices: A Review of the Literature.

PUB DATE- 01

NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Life Events; *Personal Narratives; *Preservice Teacher Education; Relevance (Education); Teaching Methods

IDENTIFIERS- *Personal History

It is a challenge in areas of teacher education to find relative and meaningful classroom methods to teach educational theories and practices. Often, when preservice and inservice teachers are presented with educational theory, they resist absorbing its value because of disconnection with their personal experiences. Specifically, public theory does not always take into account the private individual and the individual's life events that influence the manner in which theories are digested and accepted. In order to combat this dilemma, researchers suggest the adaptation of teachers' stories or personal history methodologies within teacher education programs. Personal

ED 461 657   SP 040 520

Familia-Garcia, Miriam
Special and Regular Education Teachers' Attitudes towards Inclusive Programs in an Urban Community School.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inclusive Schools; *Mainstreaming; Regular and Special Education Relationship; Special Education Teachers; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- New York City Board of Education

This study surveyed 10 regular and 10 special educators at a South Bronx, New York, community school regarding their attitudes toward including students with disabilities into general education classrooms. Teachers discussed whether they would volunteer to work with an inclusive program, what they considered the positive and negative effects of inclusion, how they would feel if they were mandated to work in an inclusive classroom, and what would encourage them to consider participating in an inclusive classroom. Special educators reported being glad to work in inclusive classrooms, while five of the general educators said they would refuse and five were willing to try. All special educators felt that the positive outcomes for both disabled and nondisabled students would outweigh any negative outcomes, and that special education students would feel like their negative labels had been removed. Half of the general educators agreed with the special educators, but the others felt that inclusion would not work. While all special educators said they would happily work in inclusive classrooms if mandated, only two general educators agreed, and the other eight said they would rather retire or change schools. Teachers who were apprehensive about inclusion said they would welcome support from administrators. (SM)

ED 461 658   SP 040 523

Cole, Donna J.; Mahaffey, Gregory; Ramey, Linda; Ryan, Charles W.; Swann, Raymond; Tomlin, James A.
Preparing Quality Science Educators: A Successful Tripartite Partnership.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Denver, CO, February 2-6, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Cooperative Planning; Elementary Secondary Education; Higher Education; *Mathematics Education; Mathematics Teachers; *Partnerships in Education; Preservice Teacher Education; *Science Education; Science Teachers; *Teacher Certification; *Teacher Competencies; Tenure
IDENTIFIERS- Praxis Series; Wright State University OH

This paper presents a model and process for shared decision making among teacher education faculty, pre-K through 12 educators, and college science and mathematics faculty in the preparation of quality educators at Wright State University

DESCRIPTORS- Asian Americans; Blacks; Census Figures;
*Disadvantaged Youth; Educational Attainment; Ethnic Groups;
Ethnicity; Hispanic Americans; *Limited English Speaking;
Minority Groups; *Poverty; *Racial Differences; Tables (Data);
Urban Areas; *Urban Problems; *Working Poor
IDENTIFIERS- African Americans; *Illinois (Chicago); Latinos

The Working Poor Project is a joint activity of the Chicago Urban League, the Latino Institute, and Northern Illinois University. Its purpose is to study the nature, extent, and impact of working poverty in seven counties in the Chicago (Illinois) metropolitan area. Phase I of this project developed a statistical profile of the area's working poor and a policy paper designed to facilitate discussion about the issue of working poverty. Phase II consists of four reports that further examine the nature of working poverty in Chicago. This report is the third in the series, all of which are based on the 1990 Census. The working poor are defined as those families that earned less than 150% of the Federal poverty level. The major finding of this project is that one can work full-time, and even work full time throughout the year, and still be poor. Most of the working poor have incomes lower than the Federal poverty level. One of every three persons who are working poor holds a full-time, full-year job. Differences by race and ethnicity are found among the working poor. While 22.3% of Latino families in the Chicago area are working poor, 15.8% of African American and 10.5% of Asian American families are working poor. For all groups, the service occupations are the largest employer of the working poor. African American and Latino adults in working poor families have strikingly low levels of formal education, and among Latino and Asian American working poor families, English proficiency is a notable characteristic. In Chicago, it is apparent, full-time employment is no guarantee against poverty. (Contains one figure and seven tables.) (SLD)

ED 461 679 UD 031 826

Washington, Earl M.
A Survey of the Literature on the Theories of Violence and Its Prevention.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Blacks; Conflict Resolution; Disadvantaged Youth;
Interpersonal Relationship; Literature Reviews; *Males;
*Prevention; Program Effectiveness; Program Implementation;
*Theories; Urban Youth; *Violence

There have been a number of empirical approaches to understanding the factors that contribute to violence among black males, and there are a number of theories that try to explain black-on-black violence. After a review of some of these theories, this paper suggests certain aspects of programs to combat violence among African American males. Theories that are described include: (1) the poverty-social disorganization theory; (2) racial oppression-displaced aggression theory; (3) the subculture of violence theory; and (4) a theory of ecosystem distrust. Although there is no total agreement about the causes on interpersonal violence, all authorities agree that the causes are multiple and that the solutions must be varied and multiple. Proactive programs begin by making the community aware of the violence and the areas in which most problems occur. A second approach is to design programs, or even

PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Cooperation; Disadvantaged Youth; *Educational Change; Educational Improvement; Elementary Education; *Elementary School Teachers; Inclusive Schools; Mainstreaming; *Partnerships in Education; Program Implementation; *Teacher Attitudes; Urban Schools
IDENTIFIERS- Adaptive Learning Environments Model; *District of Columbia; *Reform Efforts

This analysis discusses 5 elementary schools in the District of Columbia that have demonstrated significant educational improvements in less than 6 months after the implementation of the Community for Learning (CFL), a collaborative project initiated between the Office of the Superintendent of D.C. Public Schools, the Laboratory for Student Success, and the 5 schools. The overall goal of this collaborative effort is to establish a network of schools to demonstrate the feasibility and effectiveness of implementing the CFL program. Implementation of the CFL during this first year focused on the classroom instruction component, the Adaptive Learning Environments Model (ALEM), which is a classroom instructional and management delivery system that gives specific guidance in implementing an inclusive instructional approach that provides for student diversity in regular classes. Through the ALEM model, students receive individualized support from an instructional team made up of classroom teachers and specialist teachers. Students of all levels of ability receive appropriate instruction without experiencing the negative effects of ability segregation. A total of 142 staff members from the 5 schools participated in the implementation process, which took place for 3 cohorts of teachers in the 1996-97 school year. They were able to initiate program implementation immediately after their initial training, and many achieved moderate to high implementation within 6 months. Evaluation at 6 months showed students spending more time in small-group activities. A significant correlation was found between level of program implementation and positive results in terms of teacher attitudes. Initial findings also indicate an overall positive pattern of improvement in student achievement, with gains in reading achievement test results, and positive changes in the achievement rankings of the five CFL schools when compared with all other elementary schools in the District. (SLD)

ED 461 697 UD 032 452

Singer, Judith Y.; Murphy, Maureen; Singer, Alan
Listening to the Diverse Voices of Urban and Suburban Minority School District Educators.
PUB DATE- 98
NOTE- 21p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; Elementary Secondary Education; *Minority Group Teachers; Multicultural Education; *Suburban Schools; *Teacher Attitudes; Teacher Characteristics; Teacher

Needs; *Educational Objectives; Elementary Secondary Education; Intellectual Disciplines; Professional Education; Skill Development; Student Educational Objectives; Visual Arts
IDENTIFIERS- *National Visual Arts Standards

This handbook offers suggestions for educational reform in areas of student art learning, art education, and art content. After an "Introduction," which presents the philosophy and goals for reform, the document addresses the following issues: "What Is Student Art Learning?"; "How To Tell the Difference between Art as Entertainment and Art Education"; "What Is Art Content? One State's Response"; and "How Do We Identify and Maintain a Substantive Focus?" A chart presents an overview of the "National Goals"; "Aims"; "Role of Art Education" as described in current rhetoric; "Possible Weaknesses in Rhetoric"; "Implicit and Implied Connections among Goals"; and Possible Criteria, Priorities, Research To Qualify for Funds." Curriculum, staff development, art content, and multicultural resources are listed. (MM)

ED 461 526 SO 026 051

Making One World: An Education Pack on Development and Environment.
PUB DATE- 92
NOTE- 60p.; Also produced by the One World Group of Broadcasters. Full-color posters and videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developed Nations; *Developing Nations; Development; Elementary Secondary Education; *Environment; *Environmental Education; Foreign Countries; *Global Education; Social Studies
IDENTIFIERS- *Europe

This pack contains activities aimed at 10-14 year-olds to help raise awareness of issues surrounding the environment and development and the concept of sustainable development. The Teachers' Notes outline the seven units of student activity sheets: (A) lifestyles (links between consumption, development, and the environment); (B) identifying the issues (priorities for the poor); (C) debt (social and environmental consequences for the Third World); (D) hunger (the dilemmas of intensive large-scale production); (E) war (the effects on people and the environment); (F) relationship between people and the natural world (respect for local wisdom and nature); and (G) mass media (the effect on culture and lifestyles). The pack features a videotape with sections of the following films: (1) "Happy Families"; (2) "Lucia"; (3) "Life & Debt"; (4) "Seeds of Plenty, Seeds of Sorrow"; (5) "Suspended Dreams"; (6) "Rabi"; and (7) "And the Dish Ran Away with the Spoon." Eight full-color posters are also included. (EH)

ED 461 527 SO 026 612

The Lesson Plan of the Month. Series 3. 10 Lesson Series.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

*Global Education; Interdisciplinary Approach; International Cooperation; *Nongovernmental Organizations; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides
IDENTIFIERS- Mexico

This teacher's guide presents teaching suggestions and presentation materials about citizen action in the global environment. Focusing on the nongovernmental organizations (NGOs), the lessons describe the roles NGOs play in positively influencing future trends in social development, natural resources management, and environmental quality. NGOs are defined using examples from the local, regional, state, national, and international levels. The unit is designed for four class periods with lessons entitled: (1) "General Discussion of NGOs"; (2) "Three Case Studies"; (3) "Components of Citizen Action: A Local Issue"; and (4) "Concluding Activity." Student handouts are included for classroom use. (EH)

ED 461 551 SO 028 457

Snyder, Sarah A.
Oceans and Coasts. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 32p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; Development; *Ecology; *Environmental Education; Fisheries; Foreign Countries; *Global Education; Interdisciplinary Approach; International Cooperation; Marine Education; Oceanography; Secondary Education; Social Studies; *Sustainable Development; Teaching Guides; Water Pollution
IDENTIFIERS- Europe; Japan; Russia

This teacher's guide presents teaching suggestions and presentation materials about the world's oceans and the important role humans play in maintaining the life and health of the oceans. The lesson is divided into five parts and can be taught in one class period or divided into segments. Student handouts include: (1) "Facts about Oceans and Coasts"; (2) "World Fishery Resources"; and (3) "U.S. Fleet Trawling Coastal Water without Fish." Transparency masters offer "Main Tanker Routes and Major Oil Spills" and "Areas of Major Coastal Pollution." Enrichment activities are suggested. (EH)

ED 461 552 SO 028 458

Snyder, Sarah A.
Natural Resource Economics. Teacher's Guide to World Resources. Comprehensive Coursework on the Global Environment.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.; National Geographic Society, Washington, DC.
PUB DATE- 94
NOTE- 33p.; For related "Teacher's Guide to World Resources" documents, see SO 028 456-466. Mary Paden was editor.
LANGUAGE- English

NOTE- 41p.; For other teacher's guides in the series, see SO 029 517-521.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Archaeology; British National Curriculum; *Built Environment; Community Characteristics; Cultural Background; Cultural Education; Elementary Secondary Education; Foreign Countries; *Gardens; *Heritage Education; History Instruction; Local History; *Parks; Social Studies; World History
IDENTIFIERS- *England

This book is about using parks and gardens as a study of the historic built environment. Parks and gardens have been laid out for utility and enjoyment for centuries. The ideas presented may be adapted to use in any park - public or municipal parks or those part of historic house estates, or any smaller-scale garden. The chapter titles include: (1) "Understanding Parks and Gardens"; (2) "Preparing for a Visit"; (3) "Site Work in Parks and Gardens"; (4) "Problem Solving Activities"; (5) "Conservation and Restoration"; (6) "Finding Out about Parks and Gardens"; and (7) "Parks and Gardens across the Curriculum." A bibliography and resource section are also part of the text. (EH)

ED 461 574 SO 029 520

Lumley, Janet
Historic Colchester: A Teacher's Guide. Education on Site.
PUB DATE- 98
NOTE- 41p.; For other teacher's guides in the series, see SO 029 517-521.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Archaeology; British National Curriculum; *Built Environment; Community Characteristics; Cultural Background; Cultural Education; Elementary Secondary Education; Foreign Countries; *Heritage Education; History Instruction; *Local History; Social Studies; World History

This handbook aims to help teachers use archaeological remains and historical evidence in and around Colchester (England). Investigations supplement studies at Key Stages 2 and 3 of the British National Curriculum and can also be used for cross-curricular topics. The book contains suggestions for work on the town walls, the British site at Gosbecks and the nearby dykes, and the development of the town after the end of the Roman period. The chapter titles include: (1) "Historical Background"; (2) "Timeline"; (3) "Documentary Sources"; (4) "Life in Colchester"; (5) "Educational Approaches"; (6) "The National Curriculum"; and (7) "Activity Sheets." A bibliography and resource section are also part of the text. (EH)

ED 461 575 SO 029 521

Overy, Caroline
Charles Darwin: His Life, Journeys and Discoveries. A Teacher's Guide.
PUB DATE- 97
NOTE- 81p.; For other teacher's guides in the series, see SO 029 517-520.
LANGUAGE- English

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; *Economics Education; *Free Enterprise System; Grade 1; Literacy; Primary Education; *Social Studies; *State Standards; Teacher Developed Materials; Urban Areas
IDENTIFIERS- *California; *Economic Concepts

In this 9-week unit, students compare and contrast goods and services and discuss economic activities that occur in cities, sorting them into the production of goods or the provision of a service. Students examine how people use money to purchase goods and services. Wants are defined in terms of trade-offs or choices that must be made. Job specialization (manufacturing, transportation, and marketing of goods and services) is an additional focus. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities, offers extended/correlated activities, and lists extensive topic resources. Appended are sample worksheets. (BT)

ED 461 597 SO 033 552

Hutchens, Dorothy; Hutton, Lisa; Rickett, Elizabeth
Exploring Family Roots. Grade 2 Model Lesson for Standard 1. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; *Family History; Grade 2; Literacy; Primary Education; Primary Sources; *Social Studies; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California; Family Research

One of the best ways to engage children in history is by involving them in activities related to their own lives' experiences. This unit gives students an opportunity to study history through a familiar and relevant topic: families. Suggested time for unit implementation is 8 weeks. Students explore family roots, traditions, and how daily life has changed or remained the same; learn how to think critically about history by examining primary sources such as artifacts and photographs; learn how to interview another person to investigate the past; begin to see their places in history and how family history helps define people as individuals and members of a larger society; and have a chance to study the daily lives of people, ideally their own ancestors, who lived long ago and compare that existence with their own lives and the lives of their parents and grandparents. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities, offers extended/correlated activities, and lists extensive topic resources. Appended are sample worksheets. (BT)

ED 461 598 SO 033 560

Bourgeois, Mark; Porter, Priscilla; Grenier, Judd

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Faculty Workload; *Full Time Equivalency; Instructional Improvement; *Noninstructional Responsibility; Partnerships in Education; Special Education; *Special Needs Students; State Programs; Student Evaluation; *Teamwork
IDENTIFIERS- *Instructional Support; Pennsylvania

This guide outlines the key elements of a full time equivalent (FTE) instructional support model, and provides suggestions for its effective implementation. Support teachers in the Instructional Support Team (IST) Program perform a variety of functions, including conducting instructional assessments, classroom observations, data collection, development of behavior management plans, and outreach with parents and other groups. Some schools, rather than appointing a full-time support teacher, have opted to designate existing staff to conduct the required activities. The FTE model requires strong administrative support from the principal to ensure that these activities are considered a priority. Each staff member performing part of the FTE functions must have sufficient and clearly designated time to carry out these functions, and each should be trained in all aspects of instructional support. Schools using the FTE model must determine how the IST process will be coordinated, with emphasis on accomplishing defined functions rather than on rigidly defined roles. Finally, schools need to consider methods to make other staff available to the FTEs when they are conducting instructional support activities. (ND)

ED 461 619 SP 037 541

Kovaleski, Joseph F.; Tucker, James A.; Duffy, Daniel J., Jr.; Lowery, Paul E.; Gickling, Edward E.
School Reform through Instructional Support: The Pennsylvania Initiative. Part I: The Instructional Support Team (IST) and Part II: Instructional Evaluation.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 95
NOTE- 24p.; For related IST documents, see SP 037 535-545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Education; Elementary School Teachers; Inclusive Schools; *Instructional Improvement; Models; *Partnerships in Education; Special Education; *Special Needs Students; State Programs; Team Training; *Teamwork
IDENTIFIERS- *Instructional Support; Pennsylvania

The document features two articles on school reform in Pennsylvania. Part one discusses the Instruction Support Team (IST) (Kovaleski, Tucker, and Duffy). The IST process is an intensive building-based pre-referral intervention program to assist elementary students experiencing difficulty in the classroom. The IST is a working group of teachers and other school professionals that helps teachers find solutions to instructional challenges through classroom-based assessment and collaborative problem-solving. Over a 5-year phase-in period, all 501 Pennsylvania school districts have initiated the IST program. Training is provided at the school level by IST Project consultants who assist team members in the design, planning, and implementation of the program. The components of the training are: collaboration and team building, history methodologies possess many advantages: they offer teachers a voice in their education; they validate and legitimize their experiences; they provide an opportunity for differentiated instruction; and they offer an opportunity for reflection. Although the personal history has many advantages to teacher educators and students, researchers also warn of their limitations and suggest pedagogical approaches that can counter these confines. Just as personal history methodologies have been initiated within preservice education program, so too should they be adapted for inservice education so that teachers can reap the benefits of this instructional approach in order to inform and analyze their teaching practices. (Contains 17 references.) (Author/SM)

ED 461 638 SP 040 478

Turk, Randall L.
Preparing Principals for School Improvement: An Action Research Model.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Administrator Education; *Educational Improvement; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; *Principals
IDENTIFIERS- Reflective Thinking

This paper describes how master's degree students in a principal preparation program facilitated action research with teachers to promote school improvement. The study identified effective strategies used with teachers during classroom action research, noting instructional strategies future principals considered most effective during the learning process of action research and processes university faculty used to determine preferred practice. Eight future principals conducted action research projects on improving classroom educational processes. Informal interviews with master's degree students and faculty examined their perceptions of the action research process. The researcher analyzed the action research reports, which provided data on design methodology, data analysis, formulation of an action plan, and the graduate student's interaction with the teacher, who was involved in the action research process. The researcher also acted as a participant observer. The paper discusses the longitudinal process used to accomplish the action research and describes how the dialogic process between students and faculty provided critical feedback. Results revealed that the model engaged teachers in critical and reflective thinking. One outcome of the research was the development of an alternative form of action research, reflective conversation. (Contains 16 references.) (SM)

ED 461 639 SP 040 480

Moffett, David
Using the Internet To Enhance Student Teaching and Field Experiences.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October

(WSU), Ohio. WSU is immersed in change as Ohio moves from teacher certification to licensure. The paper describes WSU partners; highlights the math and science partnership on campus (jointly appointed mathematics and science education faculty and teaching of mathematics and science courses); explains the integration of science with the Praxis model (science was the first content area where alignments with the Praxis III four domains were attempted); provides a public school educator's perspective on the partnership (the educator believes that using inquiry teaching and National Science Education Standards at WSU to ask educators to teach in different ways is time consuming but motivates students to do well in their science classes); and summarizes the promotion and tenure process (examining critical variables related to tenure and faculty productivity that may provide guidelines for practice at selected institutions). (Contains 14 references.) (SM)

ED 461 659 SP 040 524

Fogarty, Robin
Brain-Compatible Classrooms. Second Edition.
PUB DATE- 02
NOTE- 299p.; For K-College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; Elementary Secondary Education; Higher Education; Metacognition; Multiple Intelligences; *Thinking Skills
IDENTIFIERS- Brain Based Learning; *Emotional Intelligence

This book provides insight for linking brain research with the multiple intelligences and emotional intelligence theories. It is a reconceptualization of an earlier work that presented a four-corner framework addressing: setting the climate for thinking, teaching the skills of thinking, structuring the interaction with thinking, and thinking metacognitively about thinking. It explains how to use direct instruction of skills, graphic organizers, reflection, transfer, assessment, and other interactive, brain-compatible strategies for the classroom. Seven chapters include: (1) "Brain Research Base" (e.g., physiology, functioning, and nature versus nurture); (2) "Defining Brain- Compatible Classrooms" (e.g., implications for schooling and definition of brain-compatible classrooms); (3) "Setting the Climate for Thinking" (emotions and enriched environment); (4) "Teaching the Skills of Thinking" (types of skills and concepts and development of skills and concepts); (5) "Structuring the Interaction with Thinking" (active learning and experiential learning); (6) "Thinking about Thinking" (reflection and assessment); and (7) "Teacher Appraisal" (e.g., appraisal tool, setting the climate for thinking, and structuring the interaction with thinking). Two appendixes present suggested videos to illustrated the four-corner framework and a picture of the brain. A glossary is included. (Contains approximately 280 references.) (SM)

ED 461 660 SP 040 525

Schottman, Elly, Ed.
Arthur R Presents Hooray for Health! A Health Curriculum for Children.
SPONS. AGENCY- Public Broadcasting Service, Washington, DC.;

separate schools, specifically for black male children or adolescents. Although this recommendation is controversial, authorities generally support the idea that these youth need mentoring and positive manhood developing experiences. Teaching young black males to resolve conflict without violence must be a commitment shared by the whole community, as several multicomponent community program examples demonstrate. (Contains 21 references.) (SLD)

ED 461 680 UD 032 039

Joyner, Carlotta C.
Education Programs: Information on Major Preschool, Elementary, and Secondary Education Programs.
PUB DATE- 97
NOTE- 31p.; Report to the Chairman of the Education Task Force, Committee on the Budget, United States Senate. For the related report on postsecondary education, see ED 414 868. Major contributors include: Eleanor Johnson, Nancy Kintner-Meyer, Barbara Billinghurst, and Ellen Schwartz.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; Accountability; *Demography; Educational Administration; Educational Change; *Educational Equity (Finance); Elementary Secondary Education; *Federal Aid; Federal Programs; *Government Role; Preschool Education; Program Evaluation
IDENTIFIERS- *Department of Education; *General Accounting Office

This report, a letter to the Chairman of the Education Task Force of the Committee on the Budget of the United States Senate, summarizes work the General Accounting Office (GAO) has completed from 1990 through 1997 addressing early childhood, elementary, and secondary education issues. The GAO has identified the need for improvement in the Department of Education's management and oversight of education programs. A major weakness that has been identified is the lack of evaluations of program effectiveness and information about what works. Reports also addressed issues involving the design and implementation of management tools, such as controls on states' substitution of federal grant money for their own funding, allocation and accountability with respect to block grants, and mechanisms for identifying ways to improve the effectiveness and efficiency of tax expenditures as tools to achieve federal program objectives. Other studies have addressed demographic changes and their implications for preschools and elementary and secondary schools in the areas of early childhood education, education reform efforts, school facilities, and efforts to improve access and equity. The discussion of GAO reports is organized into the following themes: (1) management of preschool through grade 12 programs; (2) demographics; (3) early childhood programs; (4) access and equity (financial equity); (5) education reforms; and (6) school facilities. Work and conclusions related to each theme are summarized. Pertinent GAO reports are listed. (SLD)

ED 461 681 UD 032 152

Pope, Carl E.; Feyerherm, William
Minorities and the Juvenile Justice System. Research Summary.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Effectiveness; *Urban Schools; Urban Teaching

This paper examines and compares two groups of urban and suburban minority school district educators in an effort to discover the qualities and conditions that make them effective and potential models for other teachers. One group of four teachers is from an inner-city day care and afterschool center. The program has a history of commitment to building a racially and ethnically diverse community and to interracial social struggle. The second group of four includes participants in a university-based support group for new secondary school teachers. The two groups bring widely different experiences to the teaching profession, represent populations that rarely come in contact with each other in our society, either at work or in their social lives, and, some research suggests, would be expected to have highly divergent world views. Comparison of their voices and visions points to a number of similar perceptions about urban and "minority" group education and suggests that teachers from different racial, ethnic, gender, and class backgrounds can be successful teachers of urban and minority students when specific conditions exist in schools and teachers are nurtured and supported. (Contains 41 references.) (Author/SLD)

ED 461 698 UD 032 679

Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning. First Unit. Instructor's Guide. Classroom Focused Enabling: One of Six Areas of an Enabling Component.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 44p.; Prepared by the School Mental Health Project/Center for Mental Health in Schools, Department of Psychology, UCLA, Los Angeles, CA. Sponsored by the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Branch, Office of Adolescent Health.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Educational Change; Elementary Secondary Education; Intervention; *Learning; Program Implementation; *School Restructuring; Teaching Guides; Teaching Methods; Urban Schools

Schools committed to the success of all children must have an array of activities designed to enable learning by addressing barriers to learning. An enabling component for schools encompasses six areas of program activity. This unit, "Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning," is the first of a set of three dealing with classroom-focused enabling, the first activity area of the enabling component. All three units require a minimum of 7 hours of group time; this introductory unit is designed as a 2-hour session. The unit is an introduction to classroom-focused enabling as a key element in helping address barriers to student learning. The second and third units, outlined in this introduction, are "Managing Classrooms through Support, Guidance, Accommodations, and Appropriate and Essential Limit Setting" (2 hours) and "Teaching in a Personalized Way" (3 hours). Material included in this instructor's guide to the concept of the enabling component in the classroom includes: (1) an overview of the three units; (2) sample assignments to prepare participants for the first session; (3) session guidelines for the instructor;

Aaron, Paul

A New Field Emerges: College Access Programs. Executive
Overview. Volume I.
32p. 1mf. L1 ED 461 689

Abylkasymova, Mairam, Comp.

Kyrgyz Language Manual.
324p. 4mf. L1 ED 461 284

Adams, Julie Wong

Changes--Now and Long Ago. Grade 1 Model Lesson for Standard 4.
California History-Social Science Course Models.
36p. 1mf. L2 ED 461 594

Ahearn, Eileen M.

State Special Education Advisory Panel Budgets. Quick Turn
Around (QTA).
3p. 1mf. L1 ED 461 235

Ainscow, Mel, Ed.

From Them to Us: An International Study of Inclusion in
Education.
271p. 0mf. L3 ED 461 222

Aitken, Lynette

Refugees in Today's Europe. Videotape .
0p. 0mf. L3 ED 461 590

Alieva, Natalia F.

About Categories of Tense and Aspect in Indonesian/Malay.
18p. 1mf. L2 ED 461 292

Allen, MaryLee

Bright Futures or Broken Dreams: The Status of the Children of
the District of Columbia and an Investment Agenda for the 1990s.
199p. 3mf. L2 ED 461 684

Allen, Rodney H.

SUCCEED Faculty Survey of Teaching Practices and Perceptions of
Institutional Attitudes toward Teaching, 1999-2000.
126p. 2mf. L1 ED 461 510

Allensworth, Elaine

CPS Dropout Rates by Race and Gender. Addendum to "Calculating a
Cohort Dropout Rate for the Chicago Public Schools: A Technical
Research Report."
15p. 1mf L1 ED 461 701

Allred, Carol Gerber

The Positive Action R Model for Comprehensive School Reform: An
Agent for Whole-School Change and Parent & Community Involvement.

12p. 1mf. L1 ED 461 345

Cornett, Lynn

Teacher Supply and Demand in Tennessee.
12p. 1mf. L1 ED 461 641

Coryell, Joellen

Los Compadres: ESL Student Mentor Program.
54p. 1mf. L1 ED 461 298

Cosiano, Patrick

Administrator Entry Year Programming: A Cross Institutional Pilot Program--Process, Program Descriptions, and Lessons Learned.
22p. 1mf. L1 ED 461 653

Covrig, Duane

Northeast Ohio Principals Academy Pilot Entry Year Program (Year II) Evaluation Report.
86p. 1mf. L1 ED 461 654

Northeast Ohio Principals Academy Pilot Entry Year Program Evaluation Report.
116p. 2mf. L1 ED 461 635

Craig, Elaine

Issues Concerning a National Assessment of Civics. National Assessment of Educational Progress (NAEP).
28p. 1mf. L1 ED 461 523

Crittenden, Christopher E.

The Energy Management Workbook. Revised Edition.
155p. 2mf. L2 ED 461 313

Crossan, Beth

Learning, Identity and Citizenship: Researching Older People's Use of ICT in Scotland.
12p. 1mf. L1 ED 461 040

Crossley, Michael, Ed.

Globalisation, Educational Transformation and Societies in Transition.
233p. 0mf. L3 ED 461 171

Crow, Tracy, Ed.

New Approaches to Assessment in Science and Mathematics.
45p. 1mf. L1 ED 461 476

Cruz, Gerardo Lopez, Comp.

Estudios de Linguistica y Sociolinguistica (Studies in Linguistics and Sociolinguistics).
311p. 4mf. L2 ED 461 256

Cuff, Kevin

The Human Genome Project: Biology, Computers, and Privacy.
212p. 3mf. L1 ED 461 499

Goulding, Philip G.

The Human Genome Project: Biology, Computers, and Privacy.
212p. 3mf. L1 ED 461 499

Granger, Kara C.

The Life Cycles of Stars: An Information and Activity Booklet, Grades 9-12, 1997-1998. Imagine the Universe! Probing the Structure & Evaluation of the Cosmos.
29p. 1mf. L1 ED 461 495

Gravemeijer, Koeno

Developing Mathematical Reasoning within the Context of Measurement.
16p. 1mf. L2 ED 461 505

Supporting Students' Ways of Reasoning about Data.
15p. 1mf. L2 ED 461 504

Gray, John

Inspecting Schools: Holding Schools to Account and Helping Schools To Improve.
164p. 0mf. L3 ED 461 150

Green, David

Pablo Python Looks at Animals. Multimedia Educational Kit .
500p. 0mf. L3 ED 461 477

Greene, H. Carol

Preparing Tomorrow's Leaders through the Redesign of Professional Preparation Practices.
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(080) Journal Articles

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168p. L1 ED 461 320

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80p. L1 ED 461 254

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(132) Reference Materials - Directories/Catalogs

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(133) Reference Materials - Geographic Materials

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(060) Historical Materials (Continued)

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(070) Informational Analyses - General

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(141) Reports - Descriptive

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(143) Reports - Research (Continued)

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(171) Multilingual/Bilingual Materials

Transborder Library Forum = Memorias del Foro Binacional de Bibliotecas (1st, Nogales, Arizona, February 1-2, 1991).
160p. L1 ED 461 383

AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

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CE073096	ED461005
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CE073327	ED461007
CE073961	ED461008
CE073962	ED461009
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CE073965	ED461012
CE075069	ED461013//
CE075705	ED461014
CE075886	ED461015
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CE076412	ED461020
CE076425	ED461021//
CE076435	ED461022
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CE076437	ED461024
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CE076650	ED461029
CE082653	ED461030
CE082657	ED461031
CE082772	ED461032
CE082790	ED461033
CE082791	ED461034
CE082792	ED461035
CE082793	ED461036
CE082801	ED461037
CE082802	ED461038
CE082803	ED461039
CE082804	ED461040
CE082805	ED461041
CE082811	ED461042
CE082814	ED461043
CE082815	ED461044
CE082817	ED461045
CE082818	ED461046
CE082819	ED461047
CE082820	ED461048
CE082821	ED461049
CE082822	ED461050
CE082824	ED461051
CE082825	ED461052
CE082831	ED461053//
CE082835	ED461054

CG - Counseling and Student Services

CG026643	ED461055
CG027059	ED461056

CG027069	ED461057
CG027386	ED461058//
CG027401	ED461059
CG027690	ED461060
CG027822	ED461061
CG027835	ED461062
CG027931	ED461063
CG028233	ED461064//
CG028317	ED461065
CG030835	ED461066
CG031459	ED461067
CG031499	ED461068
CG031500	ED461069
CG031501	ED461070
CG031502	ED461071
CG031504	ED461072
CG031505	ED461073
CG031506	ED461074
CG031507	ED461075
CG031508	ED461076
CG031509	ED461077
CG031510	ED461078
CG031514	ED461079
CG031515	ED461080
CG031516	ED461081
CG031517	ED461082
CG031518	ED461083
CG031520	ED461084
CG031522	ED461085

CS - Reading, English, and Communication

CS012687	ED461086
CS012703	ED461087
CS012955	ED461088//
CS013001	ED461089
CS013126	ED461090
CS014491	ED461091//
CS014548	ED461092
CS014549	ED461093
CS014586	ED461094
CS014588	ED461095
CS014592	ED461096
CS014596	ED461097
CS014612	ED461098
CS214984	ED461099
CS215861	ED461100
CS215885	ED461101//
CS215938	ED461102
CS215939	ED461103
CS216026	ED461104
CS216053	ED461105
CS216054	ED461106
CS216060	ED461107
CS216061	ED461108
CS216078	ED461109//
CS216079	ED461110//
CS216128	ED461111
CS216130	ED461112
CS216153	ED461113
CS216348	ED461114
CS216411	ED461115
CS217717	ED461116//
CS217777	ED461117

CS217782	ED461118
CS217785	ED461119
CS217787	ED461120
CS217788	ED461121
CS217790	ED461122
CS217795	ED461123
CS217796	ED461124
CS217797	ED461125
CS509606	ED461126//
CS509707	ED461127
CS510634	ED461128//
CS510702	ED461129
CS510703	ED461130
CS510725	ED461131
CS510726	ED461132
CS510727	ED461133
CS510728	ED461134
CS510729	ED461135
CS510731	ED461136
CS510734	ED461137
CS510735	ED461138
CS510738	ED461139
CS510740	ED461140
CS510741	ED461141

EA - Educational Management

EA027605	ED461142
EA028111	ED461143
EA028241	ED461144
EA028418	ED461145
EA028419	ED461146
EA028420	ED461147
EA028440	ED461148
EA028533	ED461149
EA028879	ED461150//
EA028882	ED461151//
EA028966	ED461152//
EA029027	ED461153
EA029038	ED461154
EA029053	ED461155//
EA029058	ED461156//
EA031366	ED461157
EA031367	ED461158
EA031368	ED461159//
EA031369	ED461160
EA031370	ED461161
EA031371	ED461162
EA031372	ED461163
EA031373	ED461164
EA031374	ED461165
EA031375	ED461166
EA031376	ED461167
EA031377	ED461168
EA031379	ED461169
EA031452	ED461170//
EA031453	ED461171//
EA031454	ED461172
EA031455	ED461173
EA031456	ED461174//
EA031497	ED461175
EA031498	ED461176
EA031499	ED461177
EA031500	ED461178

EA031501	ED461179
EA031502	ED461180
EA031503	ED461181
EA031504	ED461182
EA031505	ED461183
EA031506	ED461184

EC - Disabilities and Gifted Education

EC304173	ED461185
EC304875	ED461186
EC304940	ED461187
EC304943	ED461188
EC305503	ED461189
EC305504	ED461190
EC305505	ED461191
EC305506	ED461192
EC305565	ED461193
EC305714	ED461194
EC305734	ED461195
EC305738	ED461196
EC305741	ED461197
EC305783	ED461198//
EC305797	ED461199
EC305862	ED461200
EC305863	ED461201
EC305890	ED461202//
EC305910	ED461203
EC305921	ED461204
EC305922	ED461205
EC306159	ED461206//
EC306185	ED461207
EC306191	ED461208
EC306380	ED461209//
EC306382	ED461210
EC306385	ED461211//
EC306386	ED461212
EC306387	ED461213
EC306388	ED461214
EC306389	ED461215
EC306395	ED461216
EC306410	ED461217//
EC306419	ED461218
EC306420	ED461219
EC306467	ED461220
EC306468	ED461221
EC306492	ED461222//
EC306493	ED461223
EC306494	ED461224//
EC306498	ED461225
EC306744	ED461226
EC306751	ED461227
EC306768	ED461228
EC306769	ED461229
EC306770	ED461230
EC306817	ED461231
EC306920	ED461232
EC307123	ED461233
EC307249	ED461234
EC308785	ED461235
EC308786	ED461236
EC308787	ED461237
EC308788	ED461238
EC308789	ED461239

EC308790	ED461240
EC308791	ED461241
EC308792	ED461242
EC308793	ED461243
EC308794	ED461244//
EC308795	ED461245//
EC308796	ED461246
EC308807	ED461247

EF - Eric Facility

EF005378	ED461248//
EF005634	ED461249
EF005635	ED461250
EF005778	ED461251
EF006035	ED461252
EF006037	ED461253
EF006039	ED461254

FL - Language and Linguistics

FL022867	ED461255
FL022869	ED461256
FL023473	ED461257
FL024538	ED461258
FL024539	ED461259
FL024540	ED461260
FL024541	ED461261
FL024542	ED461262
FL024543	ED461263
FL024544	ED461264
FL024545	ED461265
FL024689	ED461266
FL024706	ED461267
FL024707	ED461268
FL024708	ED461269
FL024709	ED461270
FL024710	ED461271
FL024711	ED461272
FL024712	ED461273
FL024713	ED461274
FL024877	ED461275
FL024909	ED461276
FL024956	ED461277
FL024966	ED461278
FL024992	ED461279
FL025067	ED461280
FL025117	ED461281
FL025181	ED461282
FL025221	ED461283
FL025338	ED461284
FL025339	ED461285
FL026963	ED461286
FL027117	ED461287
FL027118	ED461288
FL027119	ED461289
FL027120	ED461290
FL027121	ED461291
FL027122	ED461292
FL027123	ED461293
FL027124	ED461294
FL027126	ED461295
FL027128	ED461296
FL027129	ED461297

FL027130	ED461298
FL027131	ED461299
FL801208	ED461300
FL801222	ED461301
FL801224	ED461302
FL801459	ED461303
FL801496	ED461304
FL801497	ED461305
FL801498	ED461306
FL801499	ED461307

HE - Higher Education

HE030067	ED461308
HE030106	ED461309
HE030141	ED461310//
HE030142	ED461311//
HE030143	ED461312//
HE030188	ED461313
HE030246	ED461314//
HE030249	ED461315//
HE030258	ED461316//
HE030259	ED461317//
HE030427	ED461318//
HE030665	ED461319
HE030708	ED461320
HE030857	ED461321
HE031315	ED461322
HE031316	ED461323
HE031717	ED461324
HE032018	ED461325//
HE032096	ED461326
HE032118	ED461327
HE032119	ED461328
HE034608	ED461329
HE034609	ED461330//
HE034610	ED461331//
HE034611	ED461332
HE034612	ED461333
HE034614	ED461334
HE034615	ED461335
HE034616	ED461336
HE034617	ED461337
HE034618	ED461338
HE034619	ED461339
HE034620	ED461340
HE034621	ED461341
HE034622	ED461342
HE034623	ED461343
HE034624	ED461344
HE034625	ED461345
HE034626	ED461346//
HE034628	ED461347
HE034629	ED461348
HE034630	ED461349
HE034631	ED461350
HE034632	ED461351
HE034633	ED461352

IR - Information and Technology

IR018187	ED461353
IR018202	ED461354
IR018413	ED461355

IR018511	ED461356//
IR018533	ED461357
IR018597	ED461358//
IR018620	ED461359
IR018653	ED461360
IR018682	ED461361
IR018745	ED461362//
IR018756	ED461363
IR018901	ED461364//
IR018921	ED461365
IR020989	ED461366//
IR020992	ED461367//
IR020994	ED461368//
IR020995	ED461369//
IR020996	ED461370//
IR021033	ED461371
IR021037	ED461372
IR021038	ED461373
IR021039	ED461374
IR021040	ED461375
IR021112	ED461376
IR055466	ED461377
IR056180	ED461378
IR056331	ED461379//
IR056371	ED461380//
IR056396	ED461381
IR056397	ED461382
IR056460	ED461383
IR056461	ED461384
IR056462	ED461385
IR056752	ED461386//
IR056811	ED461387
IR056979	ED461388//
IR057007	ED461389//

JC - Community Colleges

JC020096	ED461390
JC020107	ED461391
JC020122	ED461392
JC020127	ED461393
JC020130	ED461394
JC020131	ED461395
JC020132	ED461396
JC020135	ED461397
JC020137	ED461398
JC020140	ED461399
JC020141	ED461400
JC020143	ED461401
JC990154	ED461402
JC990162	ED461403
JC990163	ED461404
JC990171	ED461405
JC990284	ED461406

PS - Elementary and Early Childhood Education

PS022700	ED461407
PS023121	ED461408
PS023610	ED461409
PS023611	ED461410
PS023612	ED461411
PS023954	ED461412
PS024621	ED461413

PS029667	ED461414
PS029814	ED461415
PS029999	ED461416
PS030116	ED461417
PS030117	ED461418
PS030118	ED461419
PS030119	ED461420
PS030121	ED461421
PS030122	ED461422
PS030123	ED461423
PS030124	ED461424
PS030125	ED461425
PS030154	ED461426
PS030155	ED461427
PS030156	ED461428
PS030157	ED461429
PS030158	ED461430
PS030159	ED461431
PS030160	ED461432
PS030161	ED461433
PS030162	ED461434
PS030163	ED461435
PS030164	ED461436
PS030261	ED461437
PS030262	ED461438
PS030264	ED461439

RC - Rural Education and Small Schools

RC020607	ED461440
RC020820	ED461441
RC021138	ED461442
RC021191	ED461443
RC021305	ED461444
RC021310	ED461445
RC021323	ED461446
RC021374	ED461447
RC021375	ED461448
RC021431	ED461449//
RC021432	ED461450//
RC021525	ED461451
RC021540	ED461452//
RC021598	ED461453//
RC022014	ED461454
RC023236	ED461455
RC023258	ED461456//
RC023278	ED461457
RC023287	ED461458
RC023288	ED461459
RC023305	ED461460
RC023309	ED461461
RC023312	ED461462
RC023313	ED461463
RC023317	ED461464
RC023344	ED461465
RC023350	ED461466
RC023361	ED461467
RC023362	ED461468
RC023363	ED461469
RC023365	ED461470
RC023366	ED461471
RC023368	ED461472

SE - Science, Mathematics, and Environmental Education

SE059480	ED461473
SE059534	ED461474//
SE059569	ED461475
SE059661	ED461476
SE059684	ED461477//
SE060290	ED461478
SE060291	ED461479
SE060325	ED461480
SE060326	ED461481
SE060327	ED461482
SE060328	ED461483
SE060329	ED461484
SE060435	ED461485
SE060451	ED461486
SE060757	ED461487
SE060758	ED461488
SE060759	ED461489
SE060882	ED461490//
SE060988	ED461491//
SE061028	ED461492
SE061077	ED461493
SE061105	ED461494
SE061106	ED461495
SE061176	ED461496
SE061193	ED461497
SE061209	ED461498
SE061488	ED461499
SE061513	ED461500
SE061568	ED461501
SE061587	ED461502
SE061609	ED461503
SE065407	ED461504
SE065410	ED461505
SE065419	ED461506
SE065433	ED461507
SE065490	ED461508
SE065527	ED461509
SE065543	ED461510
SE065552	ED461511
SE065553	ED461512
SE065592	ED461513
SE065638	ED461514//
SE065643	ED461515
SE065645	ED461516
SE065648	ED461517
SE065664	ED461518
SE065665	ED461519
SE065667	ED461520
SE065668	ED461521//
SE065685	ED461522

SO - Social Studies/Social Science Education

SO025493	ED461523
SO025768	ED461524
SO025999	ED461525
SO026051	ED461526
SO026612	ED461527
SO026796	ED461528
SO027148	ED461529
SO027256	ED461530
SO027409	ED461531
SO027410	ED461532

S0027540	ED461533
S0027541	ED461534
S0027542	ED461535
S0027543	ED461536
S0027620	ED461537
S0027667	ED461538
S0027973	ED461539
S0027998	ED461540
S0028122	ED461541
S0028123	ED461542
S0028124	ED461543
S0028276	ED461544
S0028278	ED461545
S0028376	ED461546
S0028445	ED461547
S0028448	ED461548
S0028449	ED461549
S0028456	ED461550
S0028457	ED461551
S0028458	ED461552
S0028459	ED461553
S0028460	ED461554
S0028461	ED461555
S0028462	ED461556
S0028463	ED461557
S0028464	ED461558
S0028465	ED461559
S0028466	ED461560
S0028632	ED461561
S0028707	ED461562
S0029052	ED461563
S0029053	ED461564
S0029097	ED461565
S0029171	ED461566//
S0029300	ED461567
S0029315	ED461568
S0029316	ED461569
S0029503	ED461570
S0029517	ED461571
S0029518	ED461572
S0029519	ED461573
S0029520	ED461574
S0029521	ED461575
S0029599	ED461576
S0029605	ED461577
S0029606	ED461578
S0029607	ED461579
S0029763	ED461580
S0029832	ED461581
S0029939	ED461582
S0029985	ED461583//
S0030546	ED461584
S0030617	ED461585
S0030618	ED461586
S0030647	ED461587
S0030786	ED461588
S0030812	ED461589
S0030874	ED461590//
S0030952	ED461591//
S0031546	ED461592
S0032126	ED461593
S0033549	ED461594
S0033550	ED461595
S0033551	ED461596

SO033552	ED461597
SO033560	ED461598
SO033561	ED461599
SO033562	ED461600
SO033563	ED461601
SO033564	ED461602
SO033565	ED461603
SO033572	ED461604
SO033573	ED461605
SO033574	ED461606
SO033575	ED461607
SO033578	ED461608//
SO033581	ED461609
SO033582	ED461610
SO033621	ED461611

SP - Teaching and Teaching Education

SP037338	ED461612
SP037535	ED461613
SP037536	ED461614
SP037537	ED461615
SP037538	ED461616
SP037539	ED461617
SP037540	ED461618
SP037541	ED461619
SP037543	ED461620
SP037544	ED461621
SP037545	ED461622
SP037850	ED461623
SP037902	ED461624
SP037939	ED461625
SP038041	ED461626
SP038042	ED461627
SP038043	ED461628
SP038049	ED461629
SP040200	ED461630
SP040450	ED461631//
SP040452	ED461632
SP040456	ED461633
SP040463	ED461634//
SP040475	ED461635
SP040476	ED461636
SP040477	ED461637
SP040478	ED461638
SP040480	ED461639
SP040481	ED461640
SP040484	ED461641
SP040486	ED461642
SP040487	ED461643
SP040488	ED461644
SP040489	ED461645
SP040491	ED461646
SP040492	ED461647
SP040493	ED461648
SP040494	ED461649
SP040495	ED461650
SP040496	ED461651
SP040497	ED461652
SP040498	ED461653
SP040499	ED461654
SP040515	ED461655
SP040516	ED461656
SP040520	ED461657

SP040523	ED461658
SP040524	ED461659
SP040525	ED461660
SP040526	ED461661//
SP040527	ED461662//
SP040528	ED461663//
SP040529	ED461664//

TM - Assessment and Evaluation

TM021159	ED461665
TM033456	ED461666
TM033457	ED461667
TM033458	ED461668
TM033654	ED461669
TM033655	ED461670
TM033656	ED461671
TM033657	ED461672
TM033659	ED461673
TM033660	ED461674
TM033661	ED461675

UD - Urban Education

UD031664	ED461676
UD031727	ED461677//
UD031730	ED461678
UD031826	ED461679
UD032039	ED461680
UD032152	ED461681
UD032177	ED461682
UD032179	ED461683
UD032184	ED461684
UD032298	ED461685
UD032305	ED461686//
UD032354	ED461687
UD032379	ED461688
UD032389	ED461689
UD032393	ED461690
UD032394	ED461691
UD032396	ED461692
UD032398	ED461693
UD032399	ED461694
UD032402	ED461695
UD032403	ED461696
UD032452	ED461697
UD032679	ED461698
UD034664	ED461699
UD034709	ED461700
UD034717	ED461701
UD034718	ED461702
UD034719	ED461703
UD034720	ED461704
UD034721	ED461705
UD034722	ED461706
UD034723	ED461707//
UD034724	ED461708
UD034725	ED461709
UD034726	ED461710
UD034727	ED461711
UD034728	ED461712//